

The communicator in the digital environment

El comunicador en el entorno digital

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ABSTRACT

The arrival of new technologies has led to reconsider the role of the receiver and is inducing communicators to establish strategies aimed to interact with them, and to create niches and share experiences no longer locally, but globally. This scenario implies the need to reevaluate journalists' professional work and their professional training. From this challenge emerges this descriptive exploratory case study, based on surveys and in-depth interviews with directors and actors of the journalistic community in order to determine the role communicators in the digital environment. The study concludes that today, more than mastering technological tools, what is needed is clarity about their purpose and how to use them professionally to respond to immediacy, greater coverage and two-way communication in the current world.

Keywords: universities, new technologies, media, social networks, students.

RESUMEN

La llegada de las nuevas tecnologías ha replanteado el papel del receptor y obliga a los comunicadores a establecer estrategias de comunicación para interactuar con él, y crear nichos, compartir vivencias y experiencias ya no de manera local, sino global. Este panorama implica un replanteamiento de la labor profesional de los comunicadores sociales – periodistas y su proceso de formación en la academia. De ahí que surja este estudio de caso descriptivo de tipo exploratorio relacional, en el que se recurrió a encuestas y entrevistas en profundidad con directores y actores del medio, con el fin de determinar el papel del comunicador en el entorno digital. El estudio deja como principal conclusión que hoy, más que dominar las herramientas tecnológicas, se debe tener claro el para qué de ellas y cómo emplearlas profesionalmente para responder a la instantaneidad, mayor cobertura y comunicación bidireccional del mundo de hoy.

Palabras clave: universidades, nuevas tecnologías, medios de comunicación, redes sociales, estudiantes.

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INTRODUCTION

Nowadays, communication is considered to be one of the objects of study, discipline, and socio-cultural phenomenon most recurring and diverse within new boundaries and paradigms of knowledge. One could almost point out that no human endeavor and no scientific and social discipline escapes from a direct or indirect relationship with communication. New infocommunication¹ processes that occur in all social spheres have become cultural and technological support of the work of the contemporary world society, and that is why teachers, researchers and students of the faculties of communication and information, must study, give new meaning, and investigate them permanently.

Jesús Martín-Barbero says that communication has expanded its borders to pass from the scope of information to a new map of phenomena where there is space for the subjects and social temporalities, making it a strategic location from where thinking society. For this author, the communicator must “promote the constant formation of a historical context and a critical distance that allows understanding, and make others understand, the meaning and value of the transformations we are living” (Martín-Barbero, 2002, p. 212).

One of the problems currently faced by human communication derives from the step taken from the authoritarian, vertical, muting and anti-communitarian use made of it by those who had the power and the domain, towards a human communication mediated by technology, open and available for those who have access to the tools offered by social networks and the information and communication technologies (ICTs). One can say that information is currently in the hands of everyone and, thanks to social networks and ICTs, immediacy and the presence at the scene of facts takes greater relevance.

The media existing in today's society do not work independently, they make up a single system whose components operate harmonic and synchronously, since they are aimed at the same audience and their functions are not opposed, but parallel and complementary. It is a fact that in modern times all forms of communication are related with each other and influence each other. Corollary of this is that a message, to impose on the receiver, needs to produce some effect of redundancy that the person must not perceive consciously.

New media, and the traditional that have already gone that way, continue with the media purposes of informing, educating and entertaining, incorporating alternative spaces where there are critical agendas: spaces in which the importance of messages is exploited, generating the confidence that should exist in the stories-audiences relationship. Narratives and communication proposals of media to users are given under the conventional representation of the different forms of expression that make use of each media language to persuade, through texts elaborated but predisposed by their meaning, of private and public stories designed to be understood from the standpoint of what they propose (Barrios 2013).

Today's society is undergoing continual technological changes, where analog is increasingly further behind and digital imposes, posing new challenges to people who are involved in the process of creating, editing and publication of material through ICTs and social networks. The panorama of communications, and thus the contents that they feed to the media and information, has changed. The communications professional and the cyber-user are now some of the intermediaries between facts and society (Cebrián, 2001).

From this perspective, it is essential to highlight that research in communication in the field of new technologies acquires more and more relevance in the academic context. While already traditional media, such as the press, radio and television, remain the center of attention in reception studies, the faculties of communication must analyze, confront and rethink the professional work schemes that allow them to train communicators for the new ways of informing and interacting with the receiver, training them in the domain of new media and technologies.

All of the above makes it necessary to rethink the role of the professional in an environment of networks of communication and collaboration, in front of audiences that ceased to be passive to become producers of information, communication and content. More than receivers of a media, they are users of a service with which they decide to interact. The investigation now referenced² is focused on the influence of social networks in the creation of content and the agenda-setting of Colombian radio, framed in the broader spectrum of the phenomenon of globalization of culture, information and cultural consumption and social transformations mediated and influenced by new technologies.

THEORETICAL FRAMEWORK

The study of communication as trans-disciplinary field focuses mainly on three aspects: production, circulation and consumption of communicative products, which must be understood within the context of the culture and the society in which they are inserted, including market and other forms of symbolic exchange, and the dynamics between the global and the local. In this sense, communication can be considered as a process determined by three key moments: interaction, significance and mediation. These three moments imply the existence of actors that perform actions (interaction), aimed at the construction and circulation of senses and ways of representation of reality (significance), mediated in turn by different devices created by culture (mediation), such as technologies; social, political and economics; ideologies, etc. In the field of communication all spheres of social life converge, in which the interaction is established as a stage of mediation, but also as mediator in the construction of the relations of the society. This position involves, therefore, as stated by Daniel Prieto (1996), understanding that the communication process provides the necessity of construction of meaning, as well as constant explanation of this process.

Under this view, it can be said that communication as a discipline finds its object of study in the causes and conditions that govern the social communicative phenomena. It addresses, on the one hand, the systematic study of social phenomena that respond to those causes and conditions; and, on the other hand, the question about the role of communication, under models that consider the phenomenon presented in it. Thus, the new processes of infocommunication that occur in all spheres of society not only are a cultural and technological support of the work of the contemporary world society, but they deserve their study, research and new meaning.

It is important to note that from years prior to the 2000s, communication researchers and leading authors already were beginning to deal with aspects relating to the technologies and the processes now lived thanks to them. Accordingly, when a subject is confronted to television (nowadays, the computer screen), for example, he does so not with a blank mind, but brings with him a series of attitudes, values, and ideas—a cultural repertoire—confronting the repertoires of programming (Orozco, 1991).

Within the perspective of communication, studies should emphasize three aspects which can give an account of the phenomenon of communication, in relation to media communication processes: broadcasting, construction and circulation of meaning (message) and reception (Rodrigo, 2001). Nowadays remain valid the concepts of Martín-Barbero (1987) in reference that there are three key places of mediation: everyday family life, social temporality spaces and cultural competence, in which the subject assumes the discourse of mass media and audiences learn to recognize their cultural identity.

The phenomenon of distance between those who know new information technologies and those who do not has been named digital divide (or digital segregation). Adult generations are gradually losing ground to technology. Thus, a marker of distinction and generation differentiation—generation gap or generational distance—is the use of ICTs by children. In addition, there is another form of manifestation of the digital divide, related to the possibilities of access to technology by disadvantaged social groups. There are several millions people who today do not have access to Internet services or other digitized information systems network, and much less to the possession of these technologies in their homes. The digital divide is growing between developed and third world countries. In the latter the same phenomenon also reproduces among economically strong groups and disadvantaged groups (Tapscott, 1998).

Access to media and to their technologies by consumers (audience) marks fundamental differences in the use and consumption of cultural products. These different forms, in the long run, have echo in the constitution of social groups that are differentiated among themselves by their levels of consumption of such products, and the different behaviors, languages, beliefs that such consumption generates. In consideration of such gaps, today arises the need for democratization of culture, i.e., the possibility that all the subjects of the society have at least the same opportunities for access to its different manifestations, including technology (García Canclini, 1995).

The evolution of ICTs has brought with it a series of tools and mechanisms of intermediation and interactivity that reconfigure the media space and—maintaining the traditional media as the central axis of

social mediation, dissemination of information, spread of knowledge and democratic impulse—include on the horizon social networks and online media. These are now part of the media landscape of a society “where attention appears more segmented, personalized, instant, diluted, convergent, transparent, flexible, light, conversational, interconnected and doomed to collaboration, participation and trivialization”. This implies that “the audiences relations with media are changing: fragmentation is growing and mediation is diluting” (Campos, 2008, § 2).

Today’s world is invaded by mobile devices that accompany human beings in each of their daily activities, technological equipment through which persons inform, interpret reality, relate and communicate. This has brought the rethinking of ways of communication with one another, while imposing a new scale of values and introducing “new ways of communication, an economy and culture that gives priority to new values and forms of direct, segmented, personalized, collaborative, communitarian and interactive exchanges” (Campos, 2008, § 13). By integrating these new technologies to traditional media, there are modifications in the way in which the world is perceived and interpreted by subjects, especially children and young people, leading to a progressive change of mentality in which the technological environment is the centre from which reality is seen and interpreted (Pineda, 2011).

The traditional media are a market increasingly saturated and segmented, requiring creativity from programming managers to generate competitive, differentiated and quality content. The stage when the media marked the route of the informative destination of audiences and imposed the most relevant content is getting behind. We are within the framework of a society in which media must not only compete against each other, they also need to consider and incorporate to the traditional competition the new digital media, which have attracted the attention of a large number of followers and every day offer new mechanisms of collaboration and participation to receivers.

Today we are going through a connection of digital and traditional media, a landscape in which the way subjects, especially children and young people, perceive and interpret the world, is constantly changing, which

has led to a progressive change of mentality in which the technological environment is the center from which reality is seen and interpreted. Hence we can say that the digital environment asks to rethink communication studies: “It is about going from an information theory to a theory of communication, and from there producing the qualitative leap towards a theory of knowledge that assumes that it is not longer possible to make categorical separations between the transmitter and the receiver” (Pineda, 2011 p. 3).

The profound changes that have occurred in the field of communications, product of the convergence of computing, audiovisual technologies and telecommunications, have revolutionized the ways of production, diffusion and reception of the information. They have altered the terms of trade between transmitters and receivers and between the users, to the point of allowing other forms of interrelation mediatized but interactive, dialogic, in real time and customized (Pineda, 2000). Media go through a process of business, technological, professional and communicative convergence, through trial and error, reinvent and rearrange themselves in a narrative system which “begins in social networks, expands on Web portals, television, radio, and the following day, the daily press” (Scolari, 2013, p.120).

These processes are, of course, much more complex than as here outlined. Proof of this is that the realization of concrete studies in that area has been difficult, because the constant evolution of new technologies makes those analyses quickly outdated. However, this research is in the framework of this general context, which develops in the field of techno-culture and communication.

METHODOLOGY AND RESULTS

The research referred to here comes from studies made with a qualitative methodology, mainly through the case study method, but we also used in minority quantitative demographic analysis. The exploratory methodology appealed to the ethnographic approach to approach the object of study through tools such as interviews, analysis of organizational structures and contents in media, and the examination of the

approach and acting of media or programs directors. We investigated the different levels of significance of such media and programs, which account for the different ways that apply to the construction of the notion of reality.

In the development of the investigative process we conducted 350 surveys (students of social communication – journalism programs), 82 interviews (students, teachers, journalists) and a three months follow-up to media and journalists in Bogotá, and to the Department of Tolima³ and its journalists. It would be impossible to tackle this process incorporating all existing media in Colombia; for this reason, it was determined as the fundamental criterion for the selection of the sample their acceptance by the audience in the General study of Media (EGM, by its Spanish acronym), Colombia 2011 (third period). To calculate the size of the sample we used the formulas of McDaniel and Gates (2009, p. 12) and Hair, Bush and Ortinau (2011, p. 18):

$$n = \frac{Z^2 * P * N}{[(e^2 - (N1)) + (Z^2 * P * q)]}$$

Where

n= number of elements of the sample (350).

N= number of elements of the universe (2400) (extrapolating 30 students graduated in 80 programs of Social communication – journalism in the country).

P/Q= probability of the phenomenon to happen.

Z²= critical value corresponding to the chosen trust level; for this case it was determined as 2 sigma value, then Z=2.

E= Margin of error allowed (5%).

P= Q= 50.

The surveys were reviewed and validated before being sent via the Internet. The process began with diagnostic evaluations according to the needs of the media, recipients and enterprises related to the communications sector. Summative evaluations were integrated to the global study, allowing an analysis of value at the time of its discussion. This was complemented by non-structured in-depth interviews through open, flexible and dynamic questions.

The answers from the surveys and interviews were analyzed by calculating the distributions of the closed and open questions in an inductive manner, in order to find common themes and widespread opinions. This instrument was designed and validated according to the methodology proposed by Salazar and Sepúlveda (2011, p. 194), which was applied in three phases: design and realization of the study, results and discussion, and conclusions. The standards were developed to rate and process the information in Excel through dynamic tables that allowed their tabulation. The data was compared with the ranges of each item, in order to systematize and analyze each of the variables.

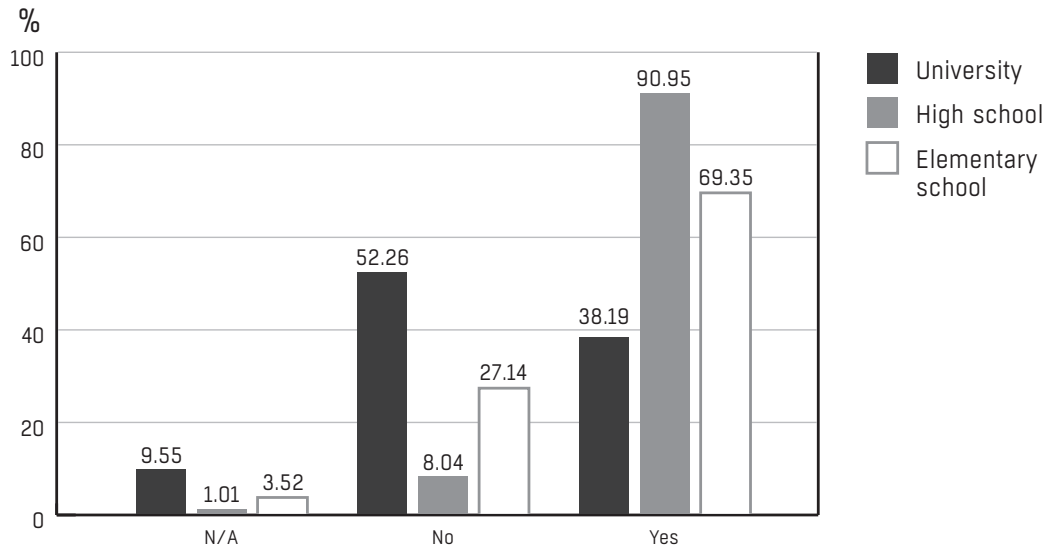
Table 1. Sample distribution

Method/type	Survey	Interview	Follow-up	Total
Students	350	22	0	372
Teachers	0	48	0	48
Journalists	0	12	12	24
Radio station	0	0	9	9
Programs	0	0	45	45
Total	350	82	66	468

Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

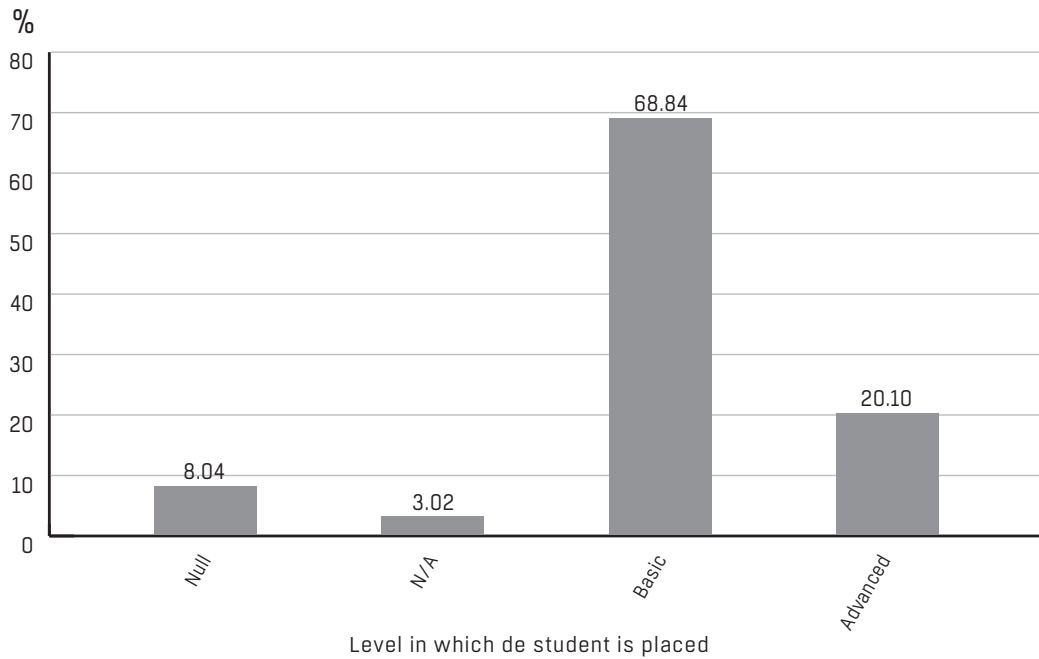
SURVEY

Figure 1. Training of students in the management of technology during training cycles



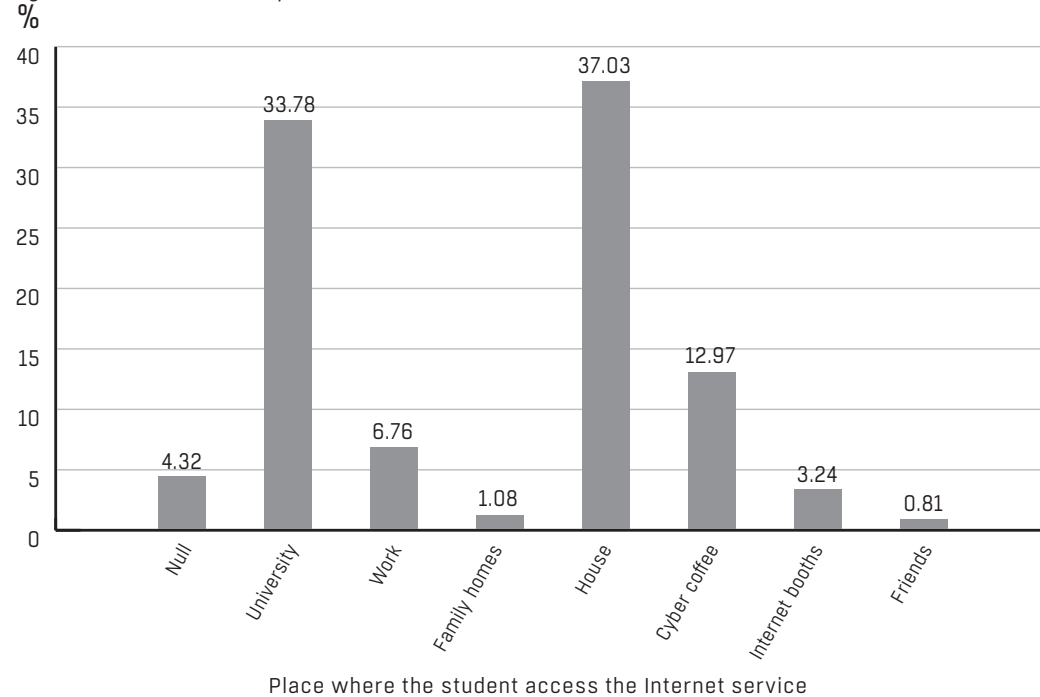
Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

Figure 2. Use of specialized and appropriate language to refer to computer technology



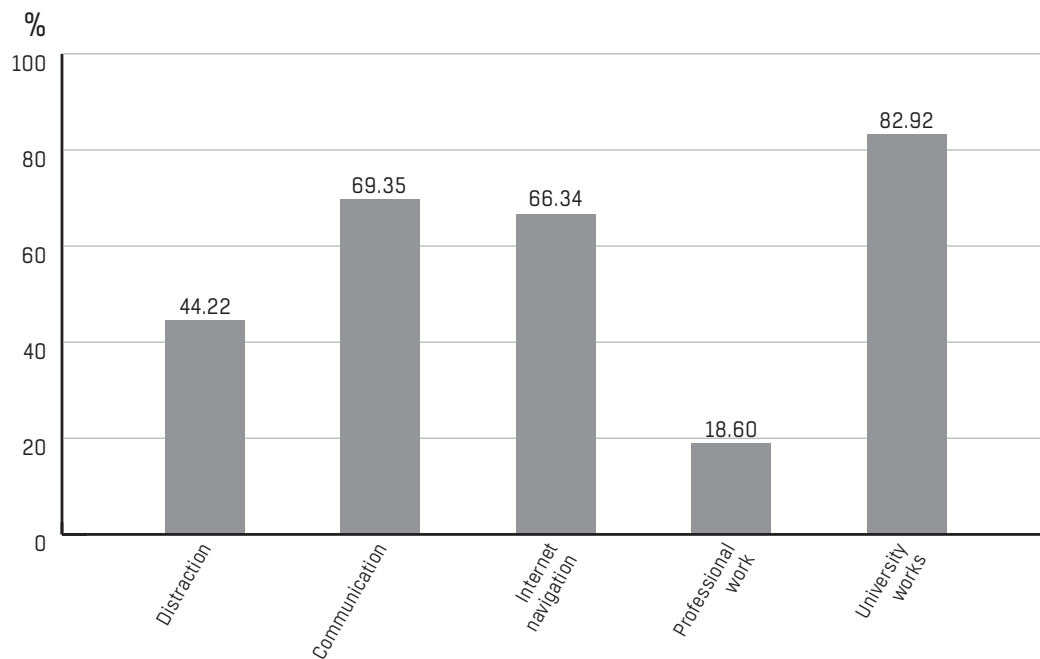
Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

Figure 3. Internet access by students



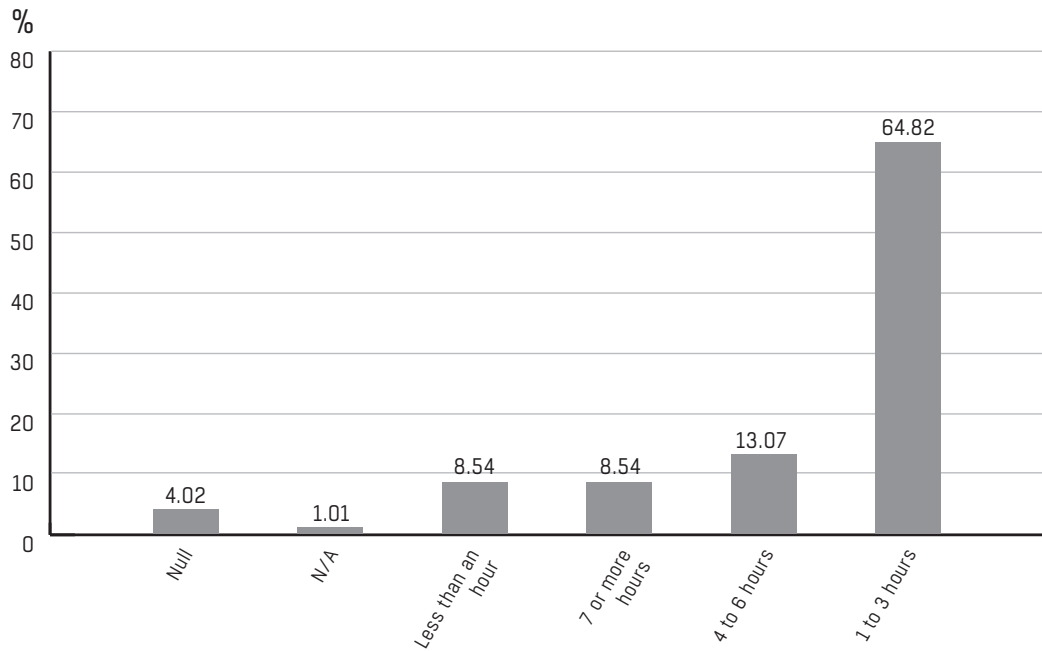
Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

Figure 4. Use of the computer by students



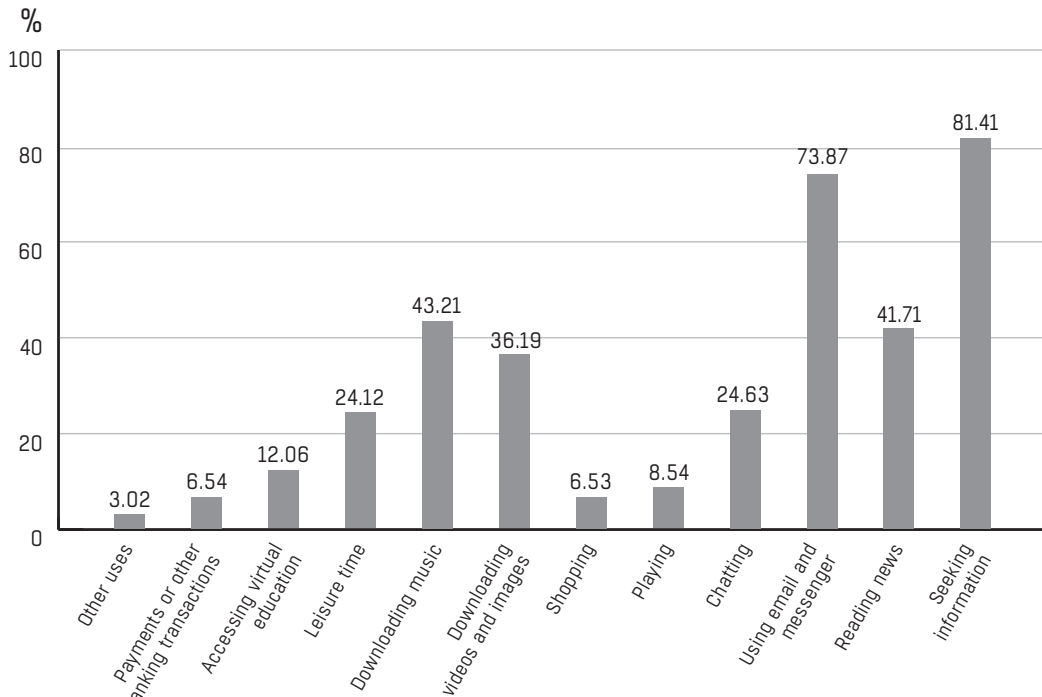
Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

Figure 5. Time of navigation



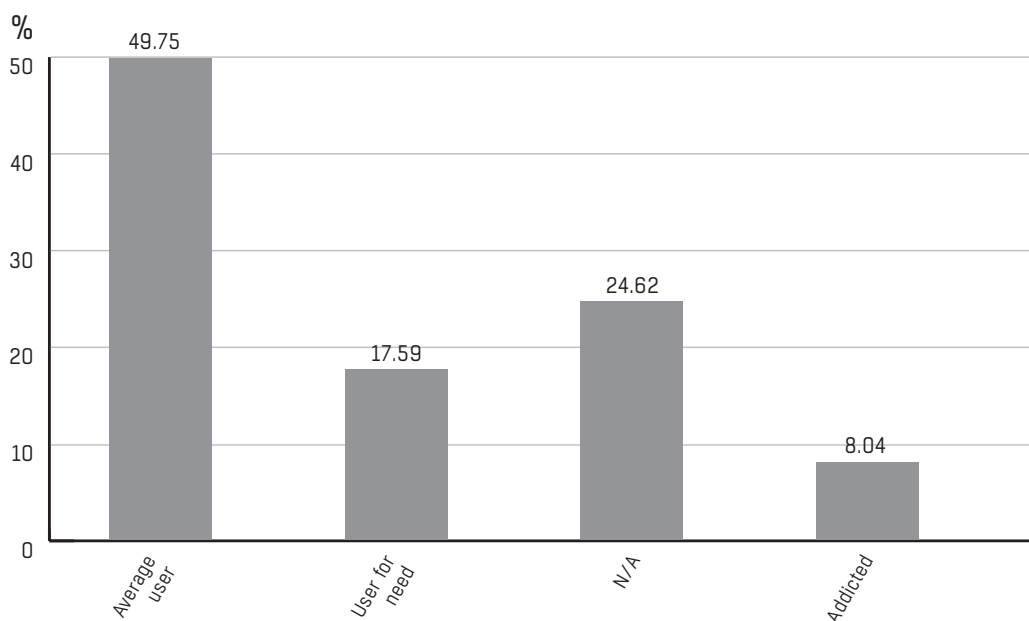
Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

Figure 6. For what purpose do students connect to the Internet



Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

Figure 7. How students consider themselves regarding computer technology



Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

With the previously referenced study we determined the technological competence of the students and the way in which they have acquired such knowledge. It is striking that, in a high percentage, the management of technology learning was obtained empirically unsupported in courses of any kind. Regarding the use of technology, it is almost natural to establish that students access the web on a daily basis, either for university work, some kind of professional work or for recreational purposes (navigate the Web, communicate with others, get distracted).

It is concerning that in a digitalized world, as shown in Figure 7, a high percentage (49.75%) of young people consider themselves average users; that a considerable percentage (24.62%) do not know how to qualify itself; that 17.59% recognizes as a user for need, while 8.04% sees itself as addicted to technology. It is worrying that future professionals of communication do not understand ICTs as a tool to communicate projects designed to improve the understanding of the community's problems, applying research, analysis and synthesis of communicative phenomena; much less as an alternative to generate business from the academia.

INTERVIEWS

A digitalized and globalized society as today's demands, both to the academia and professionals, to assume a process of updating and constant education at the technological level; a process involving not only the domain of devices, but learning to deal with new ways of thinking and acting. The professional field requires journalists able to innovate and create new proposals, products, narratives and other strategies to reach and impact the audience.

As in all stages of transition, cases of extreme mastery of technology are found in a small percentage, but it is very common to ratify basic and daily use by communication teachers and professionals. Each seeks to take advantage of its technological domain for various activities: they consider technology as their other arm, because it facilitates research and structuring in different ways their daily work, as well as constant communication with national and international stakeholders to develop projects that are under permanent construction.

It is worrying than from the three sources of study (students, teachers and professionals), rises the

perception that the use and mastery of ICTs by young people is poor, because they give much importance to email, social networks and basic programs, but not to the potential that can be developed experimenting with something that most likely they do not dominate and that can leave them at a disadvantage against their peers. One can say that they were born with new technologies, they use them, but they do not know what purpose can such use have, and the importance they can have in their personal and professional life.

New technologies have undoubtedly altered the way of life of the human being and that forces to leave behind their qualification or assessing them positively or negatively, although its use and consumption does not cease to be factors of exclusion. There is a naturalization of the technique; nothing is original anymore, neither sitting in front of the computer nor using new technologies, because it is part of the daily routine of life. It can be said that the incorporation of new technologies in the daily and common activities of the world has generated new aesthetic, new ways of conceiving the authority, new forms of interrelation between human beings, but with a persistent gap between the one and others, which is palpable on codes of language and the websites visited in search of information. It is necessary, then, that formation

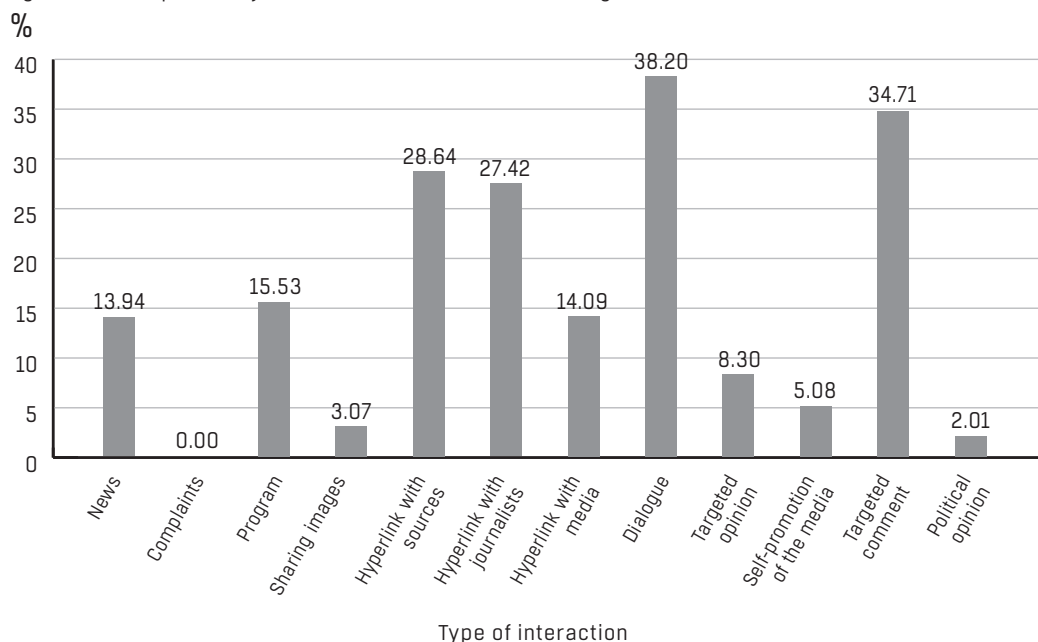
processes lead to shorten that gap, to find that the social and intercultural relations in the world today are much more amiable, friendly and close. This requires understanding that the generation gap is given by the distance in reconstructions, in the new meanings that each of the generations makes of technological processes.

From the above derives the importance that education institutions train students of Social communication – journalism in the use and consumption of ICTs: knowing how to work the tools of communication and social networks, dominate the various applications and methods of search and activate the competences of reading, research and writing.

FOLLOW-UP

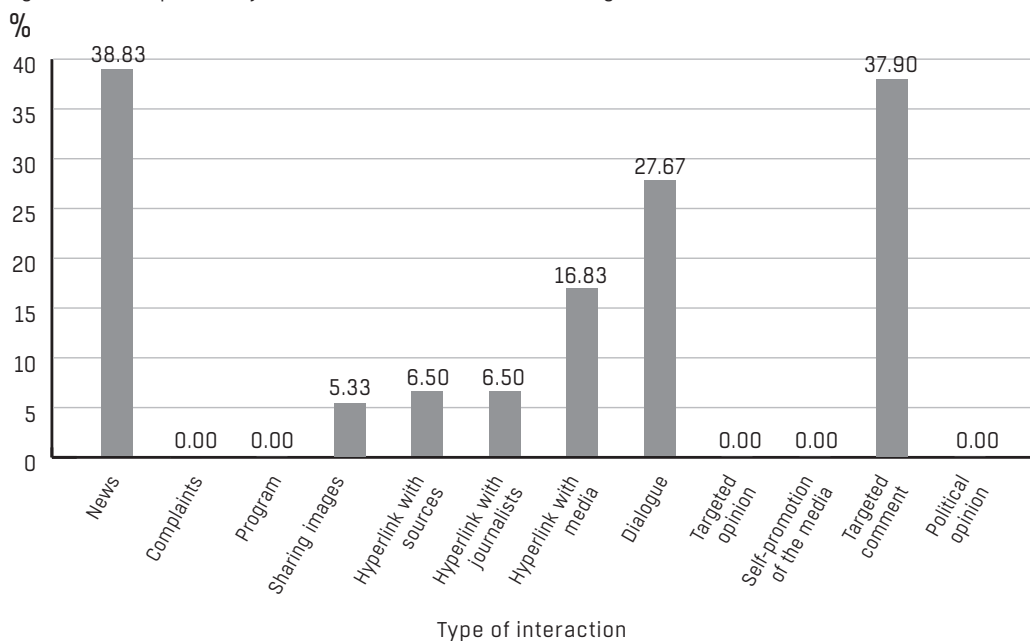
In the capital of the Republic, journalists enjoy the image and national recognition that provides them to have carried out a path in media and, with the passage of years, have arrived to most influential mass media in the country. In this context, as shown in figure 8, we can see in journalists an eagerness for dialogue with users and coworkers (38.20%), for which they resort to directed comments (34.71%) seeking to draw attention, but not to generate a dialogue. It is a process marked by hyperlinks with sources of information (28.64%),

Figure 8. Participation of journalists in social networks in Bogota



Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

Figure 9. Participation of journalists in social networks in Ibagué



Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

journalists (27.42%) or communication media, of their own group or not (14.09%). The importance is in relating the content developed with the program (15.53%) and news (13.94%), allowing the user to have new narrative experiences, reconstruction and additional information with targeted opinions (8.30%), images (3.07%) and political opinions (2.01%), without leaving aside the self-promotion of the media (5.08%).

In regions, in this case Ibagué⁴ (figure 9), the situation changes. Although journalists are recognized in the region, and have an image in the various media of the city and the Department, the effort deployed in social networks is focused on generating a digital image that enables them to some kind of national and international impact. To achieve their objective, they focus their action on networks under personal accounts through which their dialogue with users and journalists (27.67%) refers to the news they originate (38.83%) and comments aimed at a specific receiver (37.90%). It is a work that uses hyperlinks with media (16.83%), with journalists and sources (6.50%), through messages structured on short texts that share very few images (5.33%).

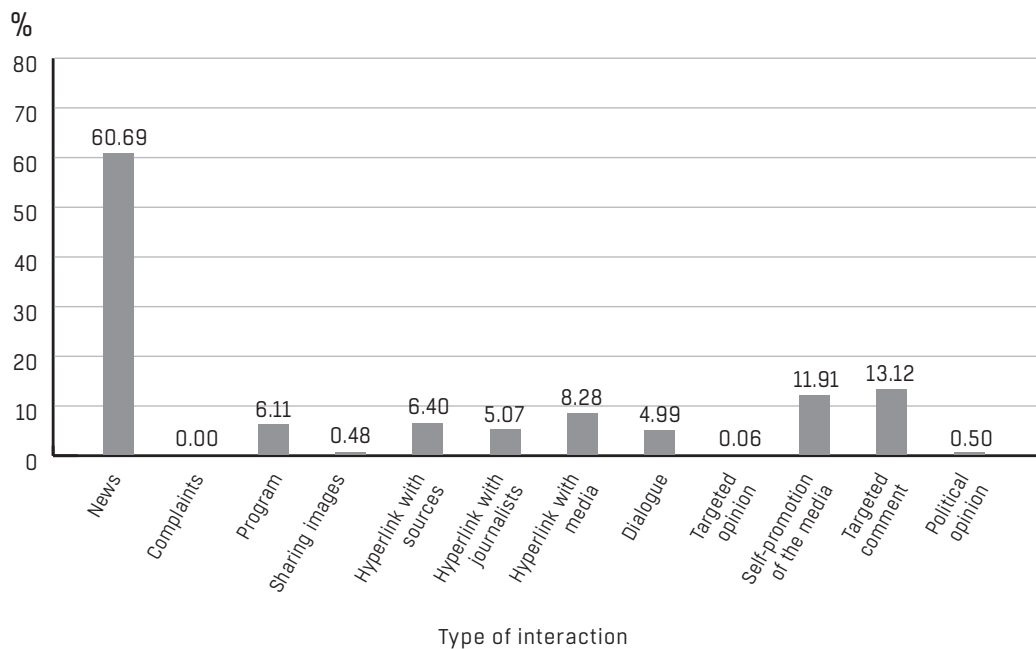
In the process of globalization and digitalization of media and its relationship with users, every

communications company defines its policy of action in social networks, which constitutes a space where the media can have credibility, even if this can very easily be affected by a poor performance. Hence, companies delegate the main activity to personal accounts of their journalists and the main action of the media on these platforms for interaction is mainly given in news (60.69%) and very little on other variables, as shown in figure 10.

Given the politics of the media of establishing a strong flow of interactions with the user through the personal accounts of their journalists, it is not surprising to see that the programs accounts focus their performance on the hyperlink with journalists (72.48%), work which coherently links to sources involved in the communicative product (41.71%) and responds to an effort of self-promotion in which they refer to the news (38.24%) the program (28.45%) and the radio station (23.13%). It is a dialogue (11.49%) in which targeted comments (23.01%) reference the media (14.39%) and share images (6.17%), as well as the complaints that arrive to the media (0.44%) (figure 11).

The follow-up results show the main role of communication professionals in the communication scheme of media with users, and the need to train future

Figure 10. Participation of media in social networks



Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

professionals of Social communication – Journalism in the digital field, with the necessary skills to assume the leading role of interaction in the environment of personal, professional and business networks that provides today's world.

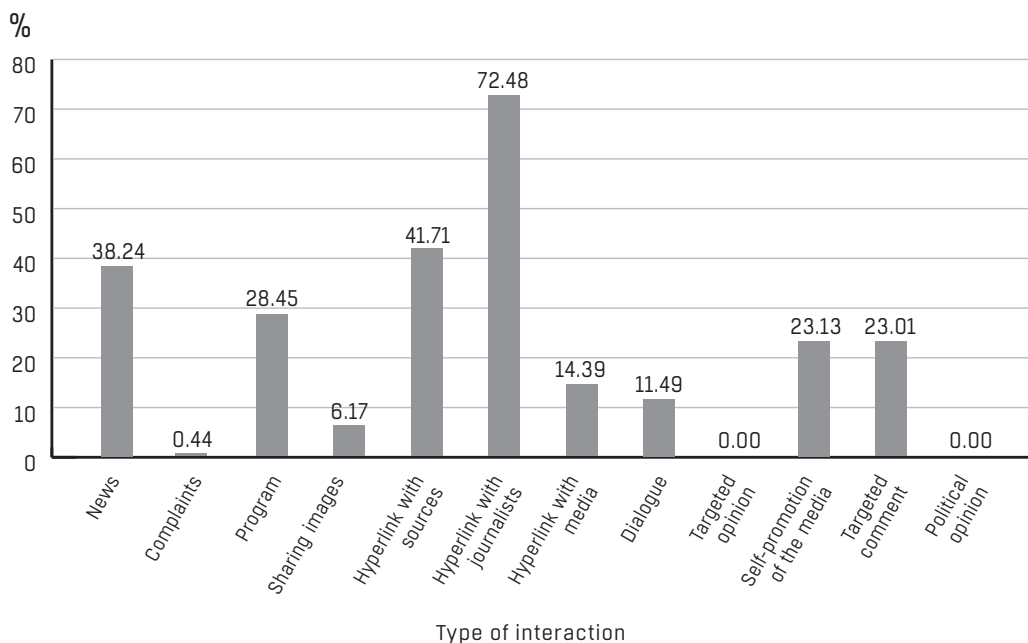
From the results obtained in the surveys, interviews and follow-up the need for a Social communicator – Journalist trained to act on the digital environment of today's world and meet the needs of the market becomes evident. It is a professional capable of structuring proposals of communication in conventional and digital environments from which it combines theoretical and practical components to assume its professional work.

DISCUSSION

In these reflections on the field of the network communication, it is unavoidable to refer to interactivity, hypertextuality and multimedia character of that area (Barrios, 2009). Today's world calls for professionals who are prepared to face the new consumption habits and to engage appropriately in the new form of expression now in place (navigation model, links, adaptation of genres and content production).

It can be said that the today communicator, in addition to talent, innovation and creativity, requires two basic qualities: specialization in the media, its languages, context and mechanisms of action; and management of new technologies (Lara & Vera, 2003). The communicative environment and the development of different applications requests in the labor market updated professionals, trained to analyze and interpret reality to help the construction of a social globalized environment, with the particular characteristics of each culture. The theory as the basis of the practice allows these professionals not being tied to large structures – and in some cases destructive– typical of the previous media. The basis of staff have reduced and require an independent communicator, empowered to go to the scene, get the required material, compare sources, develop information, edit notes and put them into the air. It is time to change, move, to accept challenges, to work, in all sectors and at all hierarchical levels; it is now also time to communicate, learn, speaking, express. A phase of direct relation of the communicator with the media and with individuals has started, with groups, with people that express their own opinions and that stopped being anonymous corporations or undifferentiated masses.

Figure 11. Participation of media programs in social networks



Source: Own elaboration on the basis of data collected by Barrios and Fajardo (2012).

The digital environment today requires a trained professional to create and deal with new structures, formats and audiences, in which, through a collaborative environment, he reinvents himself, powers and modifies the use and consumption of existing products. As Alejandro Piscitelli in the XIV Latin American Encounter of Faculties of Social Communication (Lima, 2012) said, “we’re being actors in the third philosophical revolution, which is the Internet; we moved from a culture of printing to a culture of the screen, where new social practices emerge that create devices tailored to each one; we no longer read with the eyes but with the hands and the body, it all depends on the hand; for a boy, a book is an iPad that ran out of batteries”.

Today’s society arrived to the transmedia age, this stage of the digital revolution in which Internet is defined as a media with its own characteristics (language, codes, structure, contributions from existing media, among others). It is a space in which social networks play a very important role, not as a mechanism of self-satisfaction, but as a tool of communication. This does not mean we should make the mistake of believing that social networks are journalism. It should be very clear that the platform is a tool of journalism. Systems of social networks, such as Twitter and smartphones,

which make many things, make people believe they are journalists, that anyone who takes a photo on the street is doing a journalistic record, that any informative phrase written on Twitter is journalism. But it turns out the profession is far superior to the technology; journalism relies on technology, but always—along the different stages experienced by technologies—is and has been the same. As twenty or forty years ago, and even as it will be in a hundred years, it is a job that has rules, schemes, characteristics and conditions that people who access social networks, or handles technologies like smartphones, has not and is not required to have.

Social networks, which for human beings are a hobby, play a very important role inside the media: they constitute a tool for knowing what people are talking in all countries and regions of the world, a form of communication with the audience, a way to promote the content that will air. The influence of ICTs and social networks in media is huge, because to the extent that there are more mobile devices connected to social networks, reaching more people, more people are going to report what they see. It is impossible to compete with this. The important thing is that those who make the content on traditional media take the information from the networks as a track and not a

final work; and instead of copying it, complementing or developing it.

For what we have reviewed, the journalistic criterion should be strengthened in professionals, since it is a fundamental quality in the selection of media content. It will be very difficult to compete with the immediacy of social networks, but they will be a good input to find tracks that will be projected in great journalistic contents. Nowadays nobody denies that the content of the media should be determined by the criterion of the media themselves, since—as any company—it must listen to what their “customers” want and then build their own strategy, in accordance with that knowledge and its criteria.

“It can be said that we are increasingly moving towards a tendency of customizing the communicator and to a journalist-brand, with a credibility of his own in the network, not necessarily linked to the media for which he works” (Noguera, Martínez & Grandino, 2011, p. 61). ICTs and social networks mark another rhythm of life in today’s world. For many, this is a world of contradictions in which those above and below confront, all against all. The human being is in the middle of a space in which some propose and others choose. There are several alternatives, and therefore we have to know how to behave in this digital world that surrounds this information and communication society.

The passage from the analog world to the digital has been not only in the field of technology, but in the way of thinking of the people. The human being is prepared to perform multiple tasks simultaneously. In today’s digital environment we cannot speak of users: there are all social actors, builders of interaction, conversation, exchange of information, and express opinions in search of visibility. Social networks and ICTs have become great tools to increase the experience both for the receivers and for journalists transmitting the news. Processes have changed, the audience maintains a direct and instant dialog with a program or a reporter, the media has at its disposal a promotion mechanism more effective and direct; it is a communication environment in which communication professionals have immense potential to link the receptor to the production and consumption of news.

Promoting mastery of the concept, structure, and behavior of each of the technological tools and social networks is not a whim of the academia to satisfy

young students of communication. It is a need in the digital environment, where it is required to know how to structure the message that wants to be sent to others, because technologies are like a virus that is expanding rapidly and is generating a series of stories that the user helps to expand. The media are no longer isolated structures and the importance of their convergence is understood now. For this reason, current professionals should know how to move in this environment, in which both the media and communication professionals have an opportunity and a complement to their work of communication in society, which is, ultimately, journalism.

FINAL CONSIDERATIONS

The information and communication society brought with it multiple changes in each of the processes that the human exerts in its social development. The information has taken great importance and became a source of productivity; therefore, along with the knowledge, it is present in every place. Current information technologies are an essential part of the flexibility in the production and consumption of information, just as they are in the exercise of social relations. The educational process, viewed from its different environments, has not been oblivious to the ICT-driven process, and has been forced to rethink the educational tasks of teaching and learning, leaving behind those essential features of the classroom that have been in place since the modernity (Lucas, 2000).

In the context of this environment, communications professionals must demonstrate that they are not intermediaries between the information and the company, but mediators between the facts and the society to which they are due at all times (Cebrián, 2008). There will be those who disagree with all the elements of the new technologies and oppose to the change of methods and traditions of performance that have been present for years; but what we must be aware of is that, in today’s world and society, the one that does not participate in the advances, will finally be eliminated.

The new values of communication between the media and its users are synthesized in three aspects: immediacy, greater coverage and two-way communication. The journalist of the transmedia era

requires knowing that the media are new, that they require new languages and schemes, that they generate products that the user faces with its touch and with which it interacts. The audience today is comprised of the @ Generation, young people with new space-temporal coordinates that define the virtual space.

It is not about training generations of journalists who believe that journalism consists in mastering formats, managing a computer, knowing how to move on the Internet, downloading files, creating mp3 audio, handling an iPad or an iPhone, know how to use Skype, among others, things that any person without greater support and study can do. We should train professionals with a basic and specific knowledge of the Constitution, the estates of the State, writing rules, genres and the formats of each media, what the profession is really about and the essence of communication and journalism in a real environment.

Media should reach today to young people with greater vocation; people that do not enter Social communication – Journalism because they did not know what else to study. What are needed are students willing to learn, to form and confront. On the other hand, as trainers of future communicators and journalists, there should not be in the academia people which, despite having solid theoretical and conceptual bases, lack greater contact with the media. Hence, from the academia emerge proposals from digital media companies, spaces that allow forging, in a guided internship from the universities, a professional that is responsive to the needs of the market; this is accompanied by a humanistic education which awakens the initiative, the capacity for proposals.

The communicator of today requires knowing how to manage profiles, structure appropriate and effective messages for targeted audiences; i.e. they should know how to plan each of the steps and actions undertaken in the digital world; being a strategist who, under a particular tactic, generates conversation with the receiver and forges and consolidates a community on the net. There are always people behind an account and, in particular, there is the professional responsible for creating and establishing a differential voice, who senses and satisfies the needs and other issues related to the audience. A professional with these characteristics, able to create, analyze, understand and address the information produced for social networks, in addition

to monitor actions and create digital communication strategies is essential for the media.

When we refer to Social communication, we are talking about a profession that mixes elements of journalism (it is essential to know to write perfectly) and marketing (need to know how to create content and promotional activities to attract the attention of a dispersed and fragmented audience). For a communicator, the basis of its work should be ongoing training and the ability to adapt to new circumstances and resources that appear, since in an industry that moves, changes and evolves as fast as the ICTs does, if it is not able to go with the flow, it will remain stagnant and obsolete.

It is clear that ICTs are neither positive nor negative: its character will depend on the intention with which they are used, the way of addressing them. Technology is a mediator element that is used in the daily work to have a perception of reality (Bautista, Borges & Forés, 2006). With ICTs, we are facing a process of revolution that affects the psyche of the people; from them emerge industries in which products aim at the imagined, or cultural industries targeting the simulated. Communication technologies industries are undertakings of the mind for the mind, and seek to explain subjective contexts in which the "I creator" should be aware of the world in which it lives, this world that is the control of ICTs. It is a process of creativity and entrepreneurship in a society of simulation, that which circulates every day through the information highway.

The foregoing arises the questioning of the role of the media against the social environment in their daily actions and in the relationship with the audience. It is urgent to focus on how social networks and ICTs influence media content creation and the establishment of the media agenda. This implies to make reference to the criterion of journalism in the selection of the information, to the new values of the communication between media and its users, and the construction of a number of networks in which the audiences involve openly with the media.

I.e., responsibility and revalidation of the essence of the profession of Social communicators - Journalists corresponds to academia, whose work must be oriented so that the media modify their actions and validate the knowledge acquired by professionals who work there, thus giving value to the social responsibility of the media and the professional itself.

FOOTNOTES

1. Reference is made to those clusters of information to those the human being has access today, invaded by multiple communicative products (audio, text, video). They are proposals which provide a narrative experience on a topic determined from isolated media, social networks, Web portals and the hyperlink of each of them.
2. This article is based on the research project "Cómo influyen las redes sociales la generación de contenidos y el establecimiento de la agenda radial colombiana" [How social networks influence content generation and the establishment of the Colombian radio agenda], carried out at the Universidad de Bogotá Jorge Tadeo Lozano by the group Communication-Culture-Mediation in the techno-culture and communication sub-line by the researchers Andrés Rubio Barrios and Gloria Consuelo Fajardo Valencia. Henceforth, Barrios and Fajardo (2012).
3. In its capital, the city of Ibagué, are the headquarters of each of the radio stations and is the center of action of each of the journalists of this Department.
4. Capital of the Department of Tolima, location of the headquarters of each of the radio stations and center of action of each of the journalists in this area of the country.

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