

Web 2.0, social networks and the history of education in Spain: creating a scientific collaborative space (HistoEdu.net)*

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ABSTRACT: In recent years, there have been many projects and experiences trying to exploit the possibilities that Web 2.0 can offer, not only in terms of research but also for teaching and learning processes in different fields of the human knowledge. This article discusses its implications for the community of educational historians in Spain, as it reviews the main contributions since the beginning of the 21st century up to the most recent creation of a scientific historical-educational collaborative space or social network HistoEdu.net

EET/TEE KEYWORDS: Social network; Scientific collaborative space; Online working; History of Education.

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Introduction

In recent years, we have seen a great expansion of projects and experiences trying to explore and exploit the possibilities that Web 2.0 and social networks offer not only for research but also for teaching and learning processes in different areas of the human knowledge and different educational spheres, being the university field not an exception¹. In this article we review its implications in the scientific community of educational historians in Spain, as we discuss the main contributions developed since the beginning of the 21st century, mainly focused on the possibilities that Information and Communication Technologies (ICT) offered and still offer for teaching the history of education, as well as for spreading among a wider audience the historic educational legacy. The possibilities that Web 2.0 and social networks offer nowadays, to which the scientific community of educational historians have not been unaware, contemplated the convenience of taking a step forward, from the landmarks achieved in the last five years, giving shape to what is been known as a history of education 2.0 where researchers, teachers and students alike could share information, interact and create knowledge as they make the most of the possibilities Web 2.0 offer, characterised by the interactive sharing of information, a design focused on the user and the collaboration in the World Wide Web, as it was defined by Tim O'Reilly² back in the day. With this objective in mind, and as a result of an inter-university and inter-disciplinary research program, a new virtual space of scientific historic-educational virtual space has been set in motion, specifically for researchers, teachers, students and all of those interested in our educational past (the social network HistoEdu.net)³.

¹ J. Cabero, V. Marín, *Posibilidades educativas de las redes sociales y el trabajo en grupo: Percepciones de los alumnos universitarios*, «Comunicar: Revista científica iberoamericana de comunicación y educación», vol. 21, n. 42, 2014, pp. 165-172; C. García, M.C. Navarrete, M.C. Ancona, *Las comunidades de aprendizaje y redes sociales en las universidades*, «Etic@net», nn. 13-14, 2013, pp. 86-93; A. Gewerc, L. Montero, M. Lama, *Colaboración y redes sociales en la enseñanza universitaria*, «Comunicar: Revista científica iberoamericana de comunicación y educación», vol. 21, n. 42, 2014, pp. 55-63; J. Gonzalo, W. Laser, E. Adrián, *El uso de redes sociales por parte de las universidades a nivel institucional. Un estudio comparativo*, «Revista de Educación a Distancia», n. 32, 2012, pp. 1-38: <http://www.um.es/ead/red/32/laaser_et_al.pdf> (last accessed: July 14th, 2014); C. Islas, M.R. Carranza, *Uso de las redes sociales como estrategias de aprendizaje ¿Transformación educativa?*, «Revista Apertura», vol. 3, n. 2, 2011: <<http://www.udgvirtual.udg.mx/apertura/index.php/apertura3/article/view/198/213>> (last accessed: July 14th, 2014).

² T. O'Reilly, *What is Web 2.0: Design Patterns and Business Models for the Next Generation of Software*, <<http://oreilly.com/web2/archive/what-is-web-20.html>>, Last Update: September 30th, 2005 (last accessed: July 14th, 2014).

³ *Patrimonio educativo 2.0: Personal Learning Network of Education Heritage*, Ref. GV/2013/089 In the group of emergent research there are teachers of the history of education field, theory of education and technology of education from the university of Valencia (UV), Sevilla (US), Murcia (UM) and Islas Baleares (UIB). Main researcher: Andrés Payà Rico (UV). Researchers: Pablo Álvarez Domínguez (US), Isabel Gutiérrez Capel (UM), Santiago Mengual

1. *Internet, social networks and historians 2.0: an approach*

The emergence of computers in the second half of last century, and the presence of what have later been known as Information and Communication Technologies (ICT) in our everyday lives has grown exponentially as years went by, up until now along with their development. History has not remained unaware of the possibilities that computers and ICT offered for historians and researchers alike. As an example of the initial use of computers, we might mention the use of automatic calculation systems to deal with a large series of numerical data and obtain statistical indicators about the chronological evolution of historical phenomena, or even economic and demographic, etc. In point of fact, it was the French Annales School of Historiography who assumed that the practice of a quantitative and serial history was lawful, and this idea has been taking hold from the 60's, supported by the calculations obtained with computers⁴.

On the other hand, beyond the possibilities that computers provided for historians since the second half of last century in order to shape a quantitative and serial history, it is widely known that, in the academic sphere, they have also revolutionised the communication between people and the information finding process, documentation, bibliographic references, etc. for researchers. Backtracking its origins, communication using computers can be traced back as early as the '60s in the 20th century due to a military initiative in the United States, being subsequently transferred to universities and centres or research institutes. This network would later become the so-called Internet, of academic use, based on a standard communication protocol known as TCP/IP. In this network, different methods and procedures were introduced in order to facilitate how data is sent and received, handle computers remotely, as well as other means of specialised communication. In the early '80s of the 20th century and through this telematic network, electronic mail or email began to be used (with the SMTP service) among the users in the university and research centres. It allowed access to financial data stored in remote computers known as servers where specialised information or computer programs were provided, with a public or restricted access to authorised users through file transfer protocols (FTP). Although the true revolution came when the Internet opened to a widespread use, both commercial and private, overcoming the strictly American university sphere where it had been born and where it remained. At the same time, easier representation and transfer methods of information were developed, such as the World Wide Web service (WWW) based on

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⁴ F. Fernández Izquierdo, *Archivos, bibliotecas, redes sociales, blogs, Twiter... Tecnologías de la información al servicio del historiador modernista en la Web 2.0*, in E. Serrano Martín (coord.), *De la tierra al cielo. Líneas recientes de investigación en Historia Moderna*, Zaragoza, Institución «Fernando el Católico», CSIC, Diputación de Zaragoza, 2013, pp. 109-158.

the codification language HTML, which was set into motion with the first graphical web browser Mosaic in the early '90s, rendering the communication between data servers easier and integrating all of the independent services into the same computer application⁵.

This first stage of networking has been known as Internet 1.0 or Web 1.0 and features the predominance of search terminals, servers, etc. whose web-masters provide the users and readers with information in different digital format and in such a static manner similar to how television, radio or journal broadcasters reach their audience. Net services have exponentially grown since then, due to the evolution of communication and the rising numbers in data flow, the development of highly powerful and versatile computer hardware and the increase of open communication protocols that facilitate the interconnection with the resources. Furthermore, the speed improvement in data dealing and transfer through telematic networks has managed to overcome the first limited data delivery. Although they were originally limited information packages, nowadays it is feasible to obtain a supply of bulky packages in bytes containing images, videos, etc. For instance, library or newspaper section catalogues only sent the text of their descriptive sheets with the localisation of the newspaper, book, article, image, etc. and now they offer their full contents⁶. All the same could be said about scientific publication databases or online documentary repertoires that allow for an easy access of full texts. The digital edition, being one of the main reasons why paperbound editions have become more and more scarce, is deeply changing the publishing and journalistic world, and it has had consequences in the university sphere regarding the divulgation of scientific studies through digital magazines indexed in both national and international documentary repertoires. It makes us think that in the foreseeable future there will be an increasing edition of free online accessible digital scientific journals or with an upfront payment, contrary to traditional paperbound editions, in which the focus is not on the complete journal but on the articles themselves considered as independent unities, with their corresponding DOI, easily accessible from journal databases, documentary repertoires, etc. facilitating their search and accessibility by those interested in them.

We have seen in recent years how these new means of communication have flourished on the Internet, formerly known as Web 2.0 in 1999 becoming popular among us in 2004, when information becomes immediate, decentralised and interactive⁷, as it changes the traditional means of transmission of general research results, of the historians in general and educational historians in particular. The initial Internet, or Web 1.0, was based on the contents that

⁵ Fernández Izquierdo, *Archivos, bibliotecas, redes sociales, blogs, Twiter... Tecnologías de la información al servicio del historiador modernista en la Web 2.0*, cit.

⁶ *Ibid.*

⁷ A. Martínez, *Món 2.0*, «Time Out Cultura», n. 8, 2011, pp. 10-16 and O'Reilly, *What is Web 2.0: Design Patterns and Business Models for the Next Generation of Software*, cit.

their makers, administrators or webmaster offered in a static manner to those who wished to consult them, similarly to those readers who wish to consult a book, magazine or journal. In this environment, still present in the network, the flow of information goes from one person to many. Web browsers, such as the primitive Mosaic, Netscape or the evolved Explorer, Mozilla, Google Chrome, etc., have managed to give access to websites integrating texts, graphics and any type of digital files or materials requiring specific applications to handle them, which have been incorporated as add-ons in the browsers themselves. The transition from an initial and hierarchical network with static websites that continues to live on in its design, to the Web 2.0, with which it coexists, offering more interaction and collaboration possibilities among users, designs focused on them, participative sharing of information, etc. and as a result, the increase of linked services such as blogs, wikis, social networks (personal, professional and academic), spaces where resources can be shared, such as documents, videos, pictures, news feeders, online storage, presentations, educational platforms, etc., which have contributed to the creation of user generated content. As an example, many people selflessly collaborate on open access collective initiatives as popular as Wikipedia, pushing paperbound encyclopaedias that have existed since the 18th century into the background, or blogs about varied information, among which there are many appealing historians in general and educational historians in particular, frequently visited and with a large number of interactions⁸.

There is a wide array of tools available to users on the internet, to manage the different elements, not only based on written text, that allows for an interaction among users. On top of that, it is worth mentioning the accessibility from any mobile and portable device, such as smartphones, tablets, etc., that renders the use of a computer unnecessary. We live in a world linked to the network where the interaction with other users through sharing spaces, wikis, blogs and social networks is part of our daily lives. Different institutions and academic experiences with informative or teaching purposes make use of these globalised social networks such as Facebook or Twitter. An increasing number of teachers and researchers in the university field, about thirteen million, have profiles in specifically academic social networks such as ResearchGate or Academia, where they not only share their publications with the rest of the community, but also promote debate or forums open to the community in both sites. On ResearchGate, they can even set up joint online projects thanks to the possibilities offered by the above-mentioned scientific social network as a professional tool

⁸ Fernández Izquierdo, *Archivos, bibliotecas, redes sociales, blogs, Twitter... Tecnologías de la información al servicio del historiador modernista en la Web 2.0*, cit.

for collaborative work with users from practically any scientific and knowledge discipline⁹, among which there is an increasing number of historians, mainly anglo-saxon.

The changes the Web has undergone in recent years in order to become a Web 2.0 has opened a wide array of possibilities that have been specifically used in teaching, at all levels, in different fields or academic disciplines. We already have an increasing number of experiences that make use of ICT in a non-specific manner in teaching, and in recent years, the possibilities of social networks have been specifically explored in the creation of teaching a learning environment. For instance, in Italy, Project SONNA is analysing the impact of social networks and multimedia interactive multimedia games as learning tools in the process of training future health professionals¹⁰. Other experiences unrelated to the teaching process, such as Project APTIC in Spain, have explored the possibilities of designing a social network for a specific collective, in the health field as well, with an open code and through collaborative work among organisations and individual users, although the research group promoting the initiative ended up opting for opening the specifically designed social network to other already existing social networks or resource sharing environments such as Facebook, Twitter and Youtube¹¹. This seems to be a constant in the different projects carried out in this line of work, because they have a major visibility, accessibility, participation and interaction for users since they are widely used well-known tools. Furthermore, an increasing number of researchers have been analysing the use of social networks by universities on an institutional level, and their possibilities for teaching in such institutions¹². About the possibilities of social networks for history in general, many analyses have been recently published on the possibilities of social networks for university training of future historians, teachers and researchers¹³ from different perspectives. In Spain, we have an ever increasing number of universities teaching experiences in the field of history, both general and sectorial, integrating or exploring the possibilities of social networks widely used among students in order to render

⁹ I. Valladolid, *ResearchGATE, un facebook para científicos*, Naukas, <<http://naukas.com/2010/11/12/researchgate-un-facebook-para-cientificos/>>, Last update: November 12, 2010 (last accessed: July 14th 2014).

¹⁰ M. Carrozzino, C. Evangelista, R. Brondi, C. Lorenzini, M. Bergamasco (edd.), *Social Networks and Web-based Serious Games as Novel Educational Tools*, «Procedia Computer Science», n. 15, 2012, pp. 303-306.

¹¹ B. Gómez Zuñiga, B. Nafría, N. Guillamón, M. Armayones, E. Hernández-Encuentra, G. Ontiveros, A. Bosque (edd.), *APTIC. Desarrollando una Red Social. Del 2.0 a las Herramientas de Medios Sociales*, «RevistaeSalud.com», vol. 7, n. 26, 2011, p. 3.

¹² Gonzalo, Laser, Adrián, *El uso de redes sociales por parte de las universidades a nivel institucional. Un estudio comparativo*, cit.; Islas, Carranza, *Uso de las redes sociales como estrategias de aprendizaje ¿Transformación educativa?*, cit.; Gewerc, Montero, Lama, *Colaboración y redes sociales en la enseñanza universitaria*, cit.

¹³ G. Mitidieri, *TIC en el aprendizaje de la historia: utilización e historización de estas herramientas en el capitalismo cognitivo*, «Clío & Asociados», n. 16, 2012, pp. 195-208.

these teaching and learning processes more participatory and cooperative. As an example we can see recent experiences such as the use of Twitter in teaching economic history at the University of Oviedo¹⁴, or the creation of a Personal Learning Environment (PLE) at the same university in teaching Spanish as a Foreign Language, an easy to use tool for both teacher and student where social networks and widely used sharing resources environments are integrated¹⁵. Beyond these examples, let us analyse how the repercussions of ICT are felt among the scientific community of historians in the education in Spain, on teaching, research and diffusion of historic and educational heritage as we briefly go over the main initiatives carried out until the creation of a scientific collaborative space or HistoEdu.net historic-educational social network.

2. Web 2.0 and the history of education in Spain: precedents and previous projects

In order to outline the precedents and previous projects for the creation of a scientific collaborative environment or historic-educational network in Spain on the history of education in our country and the use of the possibilities Internet has to offer in recent years, we should briefly go over some testimonies and experiences shared in our recent past.

In Spain, our scientific community has been progressively assimilating ICT and the Internet into teaching and research alike. We can see many precedents in teacher's comments in our academic sphere about the possibilities that the age of information and knowledge provided for the history of education, and how these possibilities have exponentially grown due to the Web. In 2003, Isabel Miró warned of the possibilities of the so-called network about the documentary hubs located therein¹⁶ and Luís Miguel Lázaro outlined how the field of educational science would be boosted by the widespread use of communications technology, focusing on the history of education¹⁷. That same year, Miguel Somoza and Gabriela Ossenbach, within the XII Standing

¹⁴ M.A. López Zápico, J. Tascón Fernández, *El uso de Twitter como herramienta para la enseñanza universitaria en el ámbito de las ciencias sociales. Un estudio de caso desde la historia económica*, «TESI. Teoría de la Educación. Educación i Cultura en la Sociedad de la Información», vol. 14, n. 2, 2013, pp. 316-345.

¹⁵ P.M. Morán López, *La enseñanza de historia en el aula de ELE: construcción de un PLE adaptado al profesorado poco experto*, «Historia y Comunicación Social», vol. 18, December special issue, 2013, pp. 587-599.

¹⁶ I. Miró, *Les noves tecnologies al servei de l'ensenyament de la història de l'educació*, «Educació i Història. Revista d'història de l'educació», n. 6, 2003, pp. 240-244.

¹⁷ L.M. Lázaro, *L'accés a les fonts a la història de l'educació a través de les noves tecnologies de la informació*, «Educació i Història. Revista d'història de l'educació», n. 6, 2003, pp. 245-264.

Conference for the History of Education, linked Internet and the history of education with the pedagogic museums and the educational heritage via a study on the presence of school museums on the Internet as educational heritage exhibitions¹⁸. As a result of this growing interest in recent years about the possibilities of the Internet among the scientific community of education historians and researchers of the educational heritage in Spain, many studies were presented, such as the research conducted by MUPEGA on educational museums on the Internet¹⁹. Other experiences can be found, for example, in the project MANES with a virtual exhibition to celebrate the 400th anniversary of the publication of *El Quijote*²⁰. On the other hand, Paulí Dávila and Luis M. Naya in 2005 and within the XXIII Standing Conference for the History of Education, put stress on the constant progress and blooming of websites related to history of education²¹. In order to compensate for some deficiencies detected by these authors, such as the absence of online databases and with the aim of encouraging general access to information and documents, they created a program for history of education in the Basque Country, a project that was perfected over time until it became the Documentation Centre for the History of Education in Euskal Herria²². In 2006, Julio Ruiz Berrio, president of the Sociedad Española para el Estudio del Patrimonio Histórico-Educativo, in a monographic for the inter-university journal «Historia de la Educación» on new educational history tendencies, confirmed the development and implantation of ICT in our academic and scientific field and the resulting transformation that occurred and would later occur in educational museology²³.

In the recent history of Spain and as a result of I+D+I research projects on a national and autonomous level, there have been museum initiatives essentially virtual about the educational heritage linked to the development of the studies on the historic-educational heritage as an emergent field of investigation on the history of education²⁴. We find an example in the Museo Didáctico

¹⁸ M. Somoza, G. Ossenbach, *Internet y museos pedagógicos*, in R. Calvo *et al.* (coord.), *Etnohistoria de la escuela*, Burgos, Universidad de Burgos, SEDHE, 2003, pp. 901-914.

¹⁹ V. Peña (dir.), *Os museos da educación en Internet*, Santiago de Compostela, Xunta de Galicia, MUPEGA, 2004.

²⁰ T. Rabazas, *El Quijote en la escuela. Exposición virtual de MANES*, «Boletín informativo SEPHE», n. 1, 2006, pp. 34-36.

²¹ P. Dávila, J. Garmendia, L.M. Naya, I. Zabaleta, *Un recurso de Internet para la historia de la educación en Euskal Herria: euskalhezkuntza.info*, in P. Dávila, L.M. Naya (coord.), *La infancia en la historia: espacios y representaciones (II)*, San Sebastián, Erein, SEDHE, pp. 555-563.

²² P. Dávila, L.M. Naya, *El Centro de Documentación de Historia de la Educación en Euskal Herria en Internet: una experiencia innovadora*, «Cuadernos de Historia de la Educación», n. 6, 2009, pp. 111-123.

²³ J. Ruiz Berrio, *Historia y museología de la educación. Despegue y reconversión de los museos pedagógicos*, «Historia de la Educación. Revista Interuniversitaria», n. 25, 2006, pp. 271-290.

²⁴ E. Collelldemont, *Los museos virtuales de educación en España*, en J. Ruiz Berrio (ed.), *El patrimonio histórico-educativo. Su conservación y estudio*, Madrid, Biblioteca Nueva, 2010, pp. 275-293; X. Motilla, *La conservació i l'estudi del patrimoni historicoeducatiu a Espanya en*

Virtual del Patrimonio Histórico-educativo Andaluz²⁵, under the management of the Museo Pedagógico Andaluz, created within the project *La creación de un Museo Pedagógico Andaluz*, awarded in 2004 to a group of teachers and researchers from different Andalusian universities, managed and directed from the University of Sevilla by M. Nieves Gómez²⁶. We find another example in the Museo Virtual de la Educación «Manuel B. Cossío»²⁷, connected to the Museo de Historia de la Educación «Manuel B. Cossío», from the Universidad Complutense de Madrid, created as a result of the I+D+I project *Creación de un museo virtual de etnografía escolar de la España contemporánea*, awarded in 2005 to a group of researchers from the UCM, directed by Julio Ruiz Berrio, conceived with the aim of adding school objects in the process of learning history of education by the students of the Faculty of Education in that university, although it ended up being a museum of museums, due to the fact that aside from owning the digitalised museum catalogues, they also own collections made up from the cession of digital representations of patrimonial goods whose property belong to different museums and patrimonial institutions²⁸. It is also worth pointing out the Museo Virtual de Historia de la Educación (MUVHE)²⁹, the result of the I+D+I program *El patrimonio cultural de las instituciones educativas en la España contemporánea (siglos XIX-XX)*, awarded in 2007 to a group of researchers from the Universidad de Murcia, under Antonio

l'actualitat, «Educació i Història. Revista d'història de l'educació», n. 17, 2011, pp. 261-270.

²⁵ EXC/2005/HUM-562 *Museo didáctico virtual del Patrimonio Histórico-Educativo Andaluz* (Dir. M.N. Gómez, Universidad de Sevilla). Museo Pedagógico Andaluz: <<http://www.museopedagogicoandaluz.com/>> (last accessed: July 14th, 2014).

²⁶ V. Guichot, M. Núñez, M.J. Rebollo, G. Trigueros, *El Museo Pedagógico Andaluz. Problemas y perspectivas de futuro*, in A. Escolano (ed.), *La cultura material de la escuela. En el centenario de la Junta para la Ampliación de Estudios, 1907-2007*, Berlanga de Duero, CEINCE, 2007, pp. 243-257; P. Álvarez, *El Museo Didáctico Virtual del Patrimonio Histórico-Educativo Andaluz como recurso para la enseñanza de la Historia de la Educación*, in M.R. Berruero, S. Conejero, *El largo camino hacia una educación inclusiva: la educación especial y social del siglo XIX a nuestros días (II)*, Pamplona, Universidad Pública de Navarra, SEDHE, 2009, pp. 563-572; P. Álvarez, *El Museo Didáctico Virtual del Patrimonio Histórico-Educativo Andaluz como catedral de la memoria histórico-educativa de Andalucía*, «Foro de Educación. Pensamiento, educación y cultura», vol. 7, n. 11, 2009, pp. 275-286.

²⁷ SEJ2005-07116 *Creación de un museo virtual de etnografía escolar de la España contemporánea* (Dir. J. Ruiz Berrio, Universidad Complutense de Madrid). Museo Virtual de la Educación «Bartolomé Cossío»: <<http://mcoosio.hst.ucm.es/museoeducacion/index.html>> (last accessed: July 14th, 2014).

²⁸ J. Ruiz Berrio, *Hacia un museo virtual de educación diferente: El «Manuel Bartolomé Cossío»*, en E. Collell demont, N. Padrós, I. Carrillo (coord.), *Memoria, ciudadanía y museos de educación*, Vic, Universitat de Vic, SEPHE, 2010, pp. 204-210.

²⁹ SEJ2007-66165/EDUC *El patrimonio cultural de las instituciones educativas en la España contemporánea (siglos XIX-XX)* (Dir. A. Viñao, Universidad de Murcia). Museo Virtual de Historia de la Educación (MUVHE): <<http://www.um.es/muvhe/user/index.php>> (last accessed: July 14th, 2014).

Viñao's guidance, or the Museu Universitari Virtual de Pedagogia (MUVIP)³⁰, conceived under Eulàlia Collelldemont's direction, from a collective project by the Facultat de Educació de la Universitat de Vic, and connected to the Grup de Recerca Educativa. It is also worth mentioning, among this group of projects and initiatives carried out by virtue of I+D+I projects, the virtual platform «Patrimoni historicoeducatiu valencià»³¹, created from the *Recuperación, estudio y difusión mediante las TIC del patrimonio histórico-educativo valenciano* project and developed by a group of teachers from the University de València, directed by M. Carmen Agulló³². They are all virtual experiences that use the possibilities offered by the network and break the space and time limitations, diversifying the possibilities of access and increasing the diffusion among an increasing number of interested people due to the possibilities the network has to offer.

The above-mentioned experiences were mainly focused on the research aspects and the recovery of the educational heritage. Other studies, recently developed by Pablo Alvarez and Andrés Payà, have focused on other elements such as the teaching process, community participation or its use for the teaching and learning process³³. In this sense, it is worth pointing out the innovative teaching and research projects, carried out by teachers from this university

³⁰ Please refer to: <<http://www.uvic.cat/muvip>> (last accessed: July 14th, 2014). Cfr. Collelldemont, *Los museos virtuales de educación en España*, cit.

³¹ GVAPRE/2008/395 *Recuperación, estudio y difusión mediante las TIC del patrimonio histórico-educativo valenciano* (Dir. M.C. Agulló, Universitat de València). Patrimoni historicoeducatiu valencià: <<http://www.patrimonieducatiuvalencia.com>> (last accessed: July 14th, 2014).

³² M.C. Agulló, A. Payà, *La recuperación del patrimonio histórico-educativo valenciano*, in R. Berruezo, S. Conejero (coord.), *El largo camino hacia una educación inclusiva. Aportaciones desde la historia de la educación (II)*, Pamplona, Universidad Pública de Navarra, SEDHE, 2009, pp. 579-590; M.C. Agulló, J. Bascuñán, A. Payà, *Una propuesta sobre el patrimonio histórico-educativo valenciano: Diversificar las fuentes, difundir la historia y renovar el discurso pedagógico*, «Cabás: Revista del Centro de Recursos, Interpretación y Estudios en materia educativa (CRIEME)», n. 1, 2009, [online serials] <<http://revista.muesca.es/index.php/articulos/83-una-propuesta-sobre-el-patrimonio-historicoeducativo-valenciano-diversificar-las-fuentes-difundir-la-historia-y-renovar-el-discurso-pedagogico>> (last accessed: July 14th, 2014); A. Payà, *El patrimonio valenciano en la red. Un espacio virtual de aprendizaje para la historia de la educación*, in Collelldemont, Padrós, Carrillo (coord.), *Memoria, ciudadanía y museos de educación*, cit., pp. 131-141; A. Payà, *El patrimonio historicoeducatiu i la plataforma digital patrimonieducatiuvalencia.com. Un projecte de tots*, in A. Mayordomo, M.C. Agulló, G. García (coord.), *El patrimonio historicoeducatiu valencià*, Valencia, CEIC Alfons el Vell, Universitat de València, 2011, pp. 267-274.

³³ P. Álvarez (dir.), *Pedagogía Museística: didáctica, virtualidad y difusión del patrimonio histórico-educativo*, Sevilla, Universidad de Sevilla, A3D Edición Digital, 2009; Id., *Possibilitats didàctiques dels Museus Pedagògics Virtuals*, «Butlletí MUVIP», vol. 1, n. 1, 2009, pp. 18-22; Id., *Museos Virtuales de Pedagogía, Enseñanza y Educación: hacia una didáctica del patrimonio histórico-educativo*, «EARI. Educación Artística. Revista de Investigación», n. 2, 2011, pp. 23-27; Payà, *El patrimoni historicoeducatiu i la plataforma digital patrimonieducatiuvalencia.com. Un projecte de tots*, cit.

under Andrés Payà's direction, such as the creation of a «Personal Learning Network (PNL): Escola i història 2.0»³⁴, and then a virtual learning space for the study of the educational heritage «Patrimonioeducativo.es»³⁵, created with the aim of facilitating an ad hoc virtual learning space to teach educational history 2.0, a term coined by its promoters³⁶.

3. *HistoEdu.net: a scientific collaborative space or historic educational social network under construction*

As we have already seen, the inevitable and rapid irruption of the technology of information and communication we have witnessed these recent years has conditioned our way of learning, teaching, communicating, informing, researching, etc., in our universities, as they have been introduced to a greater or lesser extent in our daily uses. In this sense, the scientific community of educational historians has not remained unaware of the changes and possibilities that ICT and Web 2.0 could offer for educational historians in the research

³⁴ UV-SFPIE-DOCE12-80520 *Personal Learning Network (PNL): Escola i història 2.0* (Dir. A. Payà, Universitat de València), <<http://histoesc.uv.es/>> (last accessed: July 14th, 2014). This project of applied educational innovation aims to contribute to the process of teaching of the subject History of the School of the University of Valencia from a double perspective: teaching and research. From a teaching perspective, open and reusable teaching material is elaborated that can be used in teaching, with the aim of qualitatively contribute to the students' teaching and learning process. In addition, the research approach of this project aims to evaluate the quality and utility of these learning objects in an applied teaching context, with the aim of contributing to the permanent improvement of the historic educational material available in open format.

³⁵ UV-INV-AE11-40751 *Diseño y elaboración de un espacio virtual de aprendizaje para el estudio del patrimonio educativo*, 2011-2012 (Dir. A. Payà, Universitat de València), <<http://www.patrimonioeducativo.es/>> (last accessed: July 14th, 2014).

³⁶ On the experience please refer to: P. Álvarez, A. Payà, *Patrimonio educativo.es: un espacio virtual de aprendizaje para el estudio del patrimonio educativo español*, in P.L. Moreno, A. Sebastián (edd.), *Patrimonio y etnografía de la escuela en España y Portugal durante el siglo XX*, Murcia, Universidad de Murcia, CEME, SEPHE, 2012, pp. 583-596; A. Payà, *Historia de la educación 2.0: las TIC al servicio de la docencia y el aprendizaje en la Educación Superior*, in J.M. Hernández Díaz (coord.), *Formación de élites y educación superior en Iberoamérica (s. XVI-XXI)*, Salamanca, Hergar Ediciones, Antema, 2012, pp. 695-702; Id., *Obrint finestres. Les possibilitats de la xarxa per a la didàctica del patrimoni educatiu*, in *Cohesió social i educació*, Girona, Universitat de Girona, 2012, pp. 517-530; A. Payà, P. Álvarez, *Pensar la educación desde las TIC y la recuperación del patrimonio educativo*, in O. Fontal (coord.), *Mirando a Europa: estado de la cuestión y perspectivas de futuro*, Madrid, Ministerio de Educación, Cultura y Deporte, 2012, pp. 546-554; Id., *Historia y patrimonio de la educación 2.0: conocimiento compartido, recursos y propuestas didácticas*, in G. Espigado et al. (coord.), *La Constitución de Cádiz. Genealogía y desarrollo del sistema educativo liberal*, Cádiz, Universidad de Cádiz, SEDHE, 2013, pp. 799-810; Id., *Patrimonio educativo 2.0: hacia una didáctica histórico-educativa más participativa y la investigación en red*, «Cuestiones pedagógicas», vol. 22, 2013, pp. 117-140.

and teaching fields, as it has been mentioned, being the above mentioned programs clear examples of this affirmation. It is also worth pointing out that the academic use of social networks for research and teaching has been a significant improvement to favour the generation, construction and transfer of the scientific knowledge in the university sphere. Teaching and research in the 21st century must consider, in a constant and continuous manner, different global coordinates and objectives regarding the uses of social networks, defined by Julio González, Wolfram Lase and Eduardo Adrián as those structures made up from groups of people connected by one or some types of relationships and interwoven by technological platforms that constitute a channel for exchange facilitating different interactions³⁷. As we mentioned earlier, the contemporary university and the actors involved must stop and reflect on the benefits of using a social network in order to generate knowledge collaboratively and share it on different levels and scales, to facilitate the visibility of what has already been built, to transmit it to a digitally literate audience and promote the participation and cooperative work among colleagues, dialogue and discussion on an international level, etc.

Nowadays, social networks have burst in the university sphere as a dynamic and interactive display window for teachers and students that allows for participation, from the perspective of an online exchange and dialogue, in the creation and the revaluation of scientific knowledge. Inter-professional participation in a social network undoubtedly facilitates the access to information, rendering it even more visible. The promising use of social networks in universities can contribute to facilitate the communication and collaborative learning as well as introduce new ways to work among the different actors of the training processes as mentioned by Claudia Islas and María del Rocío Carranza³⁸. In short, communicative social networks have become a tool that allows for collaborative learning and involves inter-professional information exchange spaces promoting cooperation, dialogue, interrogation, reflection, etc.

We believe that training, university teaching and the teaching process of the history of education from inter-disciplinary approaches cannot be kept oblivious to the process of digital literacy that surrounds us and where social networks are combined with the Web 2.0 philosophy, being the latter something more than a series of technologies and attractive digital services. It is a Web with social interaction and major participation, in which those people with a more active and leading role can contribute at the same time they consume information and use other different services. What has been called Web 2.0 is, simultaneously, a manifestation, cause and consequence of the way in which

³⁷ Gonzalo, Laser, Adrián, *El uso de redes sociales por parte de las universidades a nivel institucional. Un estudio comparativo*, cit.

³⁸ Islas, Carranza, *Uso de las redes sociales como estrategias de aprendizaje ¿Transformación educativa?*, cit.

we can tackle nowadays the distribution of information and the construction of shared knowledge³⁹. The recent introduction of Web 2.0 and its possibilities in scientific research has brought about a new and important transformation in online training systems. Due to this fact, not only can we read information as researchers, but also have the opportunity to communicate and share the knowledge accordingly to the digital approach of the information society. It is all about participating, as historians in the reconstruction of science from the activity in a digital environment, learning to build a network of knowledge and work through it with our colleagues in the academic and scientific field in a collaborative, dynamic and active manner, as we participate in the process of shaping a digital identity connected to the teaching and learning historic educational processes. In this sense, online working is shaped as an emergent challenge for educational historians, gathered in a new pedagogical paradigm that is intimately related to more participative ways of creating and transferring knowledge in our scientific community. We have to take advantage of the free circulation of users among the Web community and social networks in order to generate new processes of inter-disciplinary collaboration and facilitate the construction of historic educational knowledge among multiple identities. We are brought together to generate network knowledge, since it will allow us to collaborate internationally in the construction of new speeches and historic educational approaches. Web 2.0 and social networks provide the educational historians with opportunities to work online and collaborate with those sharing our same interests. That is why, given the need of exchange processes of information, knowledge and experiences among educational historians, as well as the need to promote a collaborative and constructivist learning process for this academic subject, a new space of scientific collaboration or social network for history as an academic discipline and a research field has been created in Spain: HistoEdu.net⁴⁰.

With this collaborative scientific space or historic educational social network, a new space of public dimension is configured in order to share, offer, create and recreate opportunities for research in the field of the history of education. In this space, historians are invited to share their knowledge as they are challenged to build it, spread relevant information, offer different resources, collaborate among academics and professionals, work online and establish and diversify their contacts, etc. That is why and in order to provide an answer to the needs detected by teachers and educational history researchers needs in Spain, the creation of a space of scientific collaboration or historic educational social network has been divided in three different stages: 1) analysis of the

³⁹ Álvarez, Payà, *Patrimonio educativo 2.0: hacia una didáctica histórico-educativa más participativa y la investigación en red*, cit.

⁴⁰ GV2013-089 *Patrimonio educativo 2.0: personal learning network and education heritage* (Dir. A. Payà, Universidad de València), <<http://www.histoedu.net>> (last accessed: July 14th, 2014).

status of the question and study of modular open source platforms that allow for the deployment of a social network; 2) detection of the needs perceived by the scientific community of educational historians and precision of the main and most needed characteristics for an educational historians social network; 3) module selection or platform characteristics and design of an alpha beta; 4) test and piloting, usability analysis, accessibility, suitability, etc. of the platform and the necessary revisions; 5) Open beta launch⁴¹.

This project is currently in its fourth stage, as mentioned above, and the research team has aimed for creating a specific social network at the service of teachers and students, researchers and institutions related to educational history and its related disciplines, from an open source platform and once the main commercial social networks were analysed and discarded, since they did not adjust to the needs received by the community of educational historians in Spain, detected through a survey distributed to the different university associations related to history of education and the educational heritage: Sociedad Española de Historia de la Educación (SEDHE), Societat d'Història de l'Educació dels Països de Llengua Catalana (SHEPPLC, IEC), Sociedad Española para el Estudio del Patrimonio Educativo (SEPHE) and Red Iberoamericana para la Investigación y Difusión del Patrimonio Educativo (RIDPHE)⁴².

Conclusions

As a final recap and conclusion, it is worth pointing out that since the beginning of the 21st century, the possibilities that the Internet, the Web and social networks have offered to educational historians have not been unrelated to their interests. In his sense, this article outlines some projects and precedents carried out in Spain regarding the possibilities the Web offered, as it focus on one hand, in the creation of strictly virtual museum initiatives on the educational heritage, which dealt with the research aspects and the recovery of educational heritage; and on the other hand in projects recently developed that have had an impact on elements such as the teacher's role, community participation or its use for teaching and learning processes up to the point of designing and elaborating a learning virtual space for the study of the educational heritage *ex professo* created with the aim of facilitating an ad-hoc virtual learning space to teach history of education 2.0.

⁴¹ A. Payà, P. Álvarez, *Ús professional i possibilitats docents de les xarxes socials a la història de l'educació. «HistoEdu»: un espai de col·laboració científica*, in F. Comas, S. González, X. Motilla, S. Sureda (edd.), *Imatges de l'escola, imatge de l'educació*, Palma, Universitat de les Illes Balears, 2014.

⁴² Online survey elaborated with Google Drive and available on the URL: <<http://goo.gl/8C4KMv>> (last accessed: July 14th, 2014).

A step further in the construction of a history of education 2.0 in Spain that brings together teachers, students, researchers and institutions related to the history of education as an academic discipline and a research field is the creation of a collaborative scientific space or historic educational social network where, on the one hand, debates and the exchange of ideas, material and research are promoted in the teaching and learning processes and, on the other, the research on educational history in our country, moving towards a globalised space. In this sense, HistoEdu.net aims to be, in the near future, a true forum and a meeting point where educational historians from our country and other different countries can share, cooperate and work together for a better and more appreciated history of education, being an initiative from all and for all educational historians.