Presentation

Cyberculture in social media: Citizenship, education, and creativity through new languages

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We are increasingly aware that the era in which we, the "Screen Generation", are living is difficult to compare with past eras. In a world undergoing a profound crisis of values and a series of social, political, economic and cultural transformations, the media universe has been discovered as a beacon and a guide in the nebulous ocean of contemporaneity. We are constantly witnessing a wave of disinformation, hoaxes, fabricated information… in the maelstrom of a communicative universe that floods everything with its constellation of hyper-connected smartphones in a global network.

In this complex and multifaceted context, research on new media and, above all, their impact on audiences is essential, since it is a virgin reality, never before explored, especially because it is a totally new, unknown and unfamiliar scenario. Generating systematic and rigorous studies that analyse these new realities of interaction with the media, that help us to describe the coordinates and, especially, allow us to implement strategies to improve these interactions has become an imperative need.

In this monographic issue of *Anàlisi* we advance in the study of these new languages, from the perspective of education, citizenship and creativity. We present eight diverse papers which are focused on new social platforms and which approach, from different perspectives, this multicultural media landscape, full of sharp edges and infinite nooks and crannies.

The first paper of the monograph, "'No moral integrity': Influencer sharenting and parental protective perception' by Arantxa Vizcaíno-Verdú, Ignacio Aguaded and Juana M. Ortega-Tudela, analyses the phenomenon of filial

overexposure practised by YouTube, Instagram and TikTok influencers, and how it affects the safety of minors on the Internet in order to avoid transforming them into mere promotional assets. The study, with a broad sample of Latin American parents, investigates the potential risks of this activity in correlation with the use of social networks.

The second article, "The impact of improving media and information literacy in the Caribbean. The design, validation and application of a questionnaire on teachers' media skills" by Irina Salcines-Talledo, Natalia González-Fernández, Antonia Ramírez-García and M. Amor Pérez-Rodríguez, presents the design and validation of a questionnaire to measure the perception of the media skills of Dominican teachers within the context of a Euro-American project, demonstrating that a systematic training action significantly improves skills levels in all media dimensions.

The third work, "Uses of Tiktok in education: A systematic review of the didactic possibilities of TikTok" by Mari-Carmen Caldeiro-Pedreira and Carmen Yot-Domínguez, analyses the role of this social network, one of the most frequently downloaded networks and one of the ones with the largest number of followers. Through an in-depth study of 25 selected papers, it researches the most significant educational uses of this tool, as well as didactic proposals and guidelines for its responsible use in the classroom.

Along these same lines, the fourth article that we present, "TikTok and the caricaturing of violence in adolescent romantic relationships" by Sabina Civila, Patricia de Casas Moreno, Antonio Daniel García Rojas and Ángel Hernando Gómez, centres on this same social network, focusing on the importance of media interaction in romantic relationships, given that the growing popularity of TikTok and its creative possibilities have a great impact on young people's views. Examining over 300 videos, it is evident that TikTok users share content that exaggerates and dramatically depicts toxic relationships, emphasising destructive behaviours such as control, abuse and emotional manipulation, affecting perceptions of healthy relationships, and leading to tolerance of violent behaviour.

This same social network is also the central axis for the fifth article, "Teachers on TikTok: Creative strategies and resources for making content go viral. An evolution in education?" by Iván Sánchez-López, Rosabel Roig-Vila and Edna Manotas Salcedo, which focuses on analysing the dissemination and visibility of work by teachers through the analysis of multimodal discourse. It is evident that the platform enables the visibility of educational profiles with expanded accessibility to specific pedagogical content, but without consolidating micro-learning strategies; nor is a radical shift away from traditional education detected.

With a broader perspective, also in the field of education, we have the following article, "Informal trainers on social networks: New paths for professional teacher development", by Paula Marcelo-Martínez and Ingrid Mosquera Gende, which addresses how classroom teachers become informal trainers thanks to the use of social networks using *#EducationalChats*. It is

concluded that social networks provide an opportunity for teachers to access information and knowledge, as well as to generate new informal leadership among teachers.

The social network Twitch has also become a platform with an undisputed impact on users and streaming channels. The final paper, "Educational Vernaculars of Twitch: Educators as Twitchers for learning" by Sender Godoy and Paloma Contreras-Pulido, focuses on the vernacular language of the Twitch platform and its possible advantages for learning. The results show that, together with this language and the exchange of information and interaction that takes place on the platform, Twitch supports digital learning in the community.

In short, this is a representative sample of studies, research and trends in new strategies of social interaction through networks and the key role played by education and citizenship.