INTRODUCTION

Social networks create a platform wherein individuals connect, communicate, and socialize. Direct access to knowledge is made available, thus empowering individuals with the ability to gain up-to-date information and participate in the creation and socialization of knowledge. Worldwide, social networks have become a phenomenon through which individuals connect, communicate, and socialize.

MATERIALS AND METHODS


RESULTS

Teacher-student communication and interaction: Constructivist paradigm, communicative potential of social networks (interaction, reflection, exchange of information, and collaborative construction of knowledge). Teacher-student performance: Distance and closeness in the teacher-student relationship (technologically-competent teachers, social networks in educational practice, giving feedback to students, active in their own learning process, situated in the center of teaching practices). Students: Positive aspects associated with the use of social networks in relationships (improved climate, more individualized monitoring, deeper personal knowledge, strengthened links, closer and more fluid virtual and face-to-face interactions). Negative consequences of using social networks in relationships (lack of teaching authority, favoritism towards certain students, loss of privacy, lesser motivation, and deterioration of performance).

DISCUSSION AND CONCLUSIONS

Beyond digital literacy, teachers need to master the digital culture embraced by their students. Student-teacher interaction in the educational environment breaks traditional hierarchical relationships and promotes horizontality. Continuity in the physical and virtual space and commitment to a student-centered approach in the learning process. Educational implications: Continuity in the physical and virtual space and commitment to a student-centered approach in the learning process. Beyond digital literacy, teachers need to master the digital culture embraced by their students.