1. Introduction

The new media ecology favored by Web 2.0 promotes young people’s participation in environments where they create, share and interact with contents.

A participation that can improve the digital narratives or storytelling educationally channeled to boost processes of reflection, learning, critical thinking, media empowerment or identity construction.

2. Method

Develop a qualitative and interpretative method.

Sample: It included 21 youths (10 females and 11 males) with ages comprised between 12 and 20 years. They came from Spain (14), Colombia (4) and Chile (3).

Gathering and analysis of information: the semi-structured interview script consisted of 23 questions.

Initial analysis categories: (1) Use of networks; (2) Content of posts, perceptions and motivation factors; and (3) Posting habits.

3. Results

What do they use networks for?

- Each social network has a different use but they have in common that their users interact with one another.

What do they like to post?

- Actions, thoughts, pastimes, topics of interest, reflections, opinions, memes and authors’ quotes. These contents can be posted in the user’s private or public profile, according to their desire of self-presentation before their audience.

Do differences exist between users?

- Younger participants wish to post high-quality content, whereas the older ones wish to post content of a professional nature.

Why do they post?

- To show off, for entertainment purposes, to reflect on and share information.

When do they like to post?

- The interviewees usually post when they are alone, during their free time, and they use elements such as texts, images, tags and emojis. Some are spontaneous while others plan their contents.

Digital narratives can help promote the educational utilization of technologies, as well as a more critical consumption thereof.

The public and interactive nature of social media favors the use of digital narratives in educational contexts with young people.

Digital narratives promote a more real and less exhibitionistic projection of identity than the one which takes place on social media.

A participation that can improve the digital narratives or storytelling educationally channeled to boost processes of reflection, learning, critical thinking, media empowerment or identity construction.