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## ARTICLE / ARTÍCULO

# Contributions of a blog to the identity, development and professionalisation of Social Education

## Contribuciones de un blog a la identidad, el desarrollo y la profesionalización de la Educación Social

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**Abstract:** Social media have a special role in today's society and this is being reflected in the development of the professions. Social Education does not escape from this reality and to this we can add the lack of studies on the subject. This article presents part of the analysis carried out as part of a wider investigation into the contribution to Social Education of a blog called "Educablog", which has been running for more than 15 years. The aim is to analyse the contribution of the blog to the identity, professional development and professionalisation of Social Education, from the perspective of professional users. In this research we have opted for a qualitative methodology and we have used the lifeline where we have relied on the use of photographs to gather information. The discourse generated in the development of the dynamic shows significant contributions from "Educablog" in the professionalization, professional identity and professional development of Social Education. In the same way, it has been shown that digital media have significantly accompanied the evolution of Social Education within and outside this object of study.

**Keywords:** Social education, Professional identity, Professional development, Professionalization, Lifeline, Blog.

**Resumen:** Los medios sociales tienen un especial protagonismo en la sociedad actual y esto está teniendo su reflejo en el desarrollo de las profesiones. La Educación Social no escapa ante esta realidad y a esto podemos añadir la falta de estudios al respecto. Este artículo presenta parte del análisis realizado en el seno de una investigación más amplia sobre la contribución a la Educación Social de un blog con más de 15 años de andadura denominado "Educablog". El Objetivo es analizar la contribución del blog a la identidad, al desarrollo profesional, y a la profesionalización de la Educación Social, desde la percepción de los y las usuarias profesionales. En esta investigación hemos optado por una metodología cualitativa y se ha utilizado la línea de vida donde nos hemos apoyado en el uso de fotografías para recabar la información. El discurso generado en el desarrollo de la dinámica evidencia aportes significativos desde "Educablog" en la profesionalización, la identidad profesional y el desarrollo profesional de la Educación Social. Del mismo modo, se ha evidenciado que los medios digitales han acompañado de manera significativa la evolución de la Educación Social dentro y fuera de este objeto de estudio.

**Palabras-Clave:** Educación Social, Identidad profesional, Desarrollo profesional, Profesionalización, Línea de vida, Blog.

## 1. Introduction

This study is situated within the professional field of Social Education, focusing on analyzing the impacts on identity, professional development, and professionalization facilitated by a blog. The exploration of these concepts is crucial to comprehending the intricate dynamics of identity formation, professional growth, and professionalization within the field of Social Education.

Exploring professional identity in social education remains a relatively understudied and evolving theme. Constructing professional identity is an ongoing and dynamic process shaped by sociocultural interactions within the environment, as highlighted by Aguirre et al. (2015). It is essential to recognize that identity is a multidimensional concept, as emphasized by García-Vargas (2021). According to Aguirre et al. (2015),

"professional identity creates solid ties between the individual and the social; one cannot separate the individual from the other, neither can one speak of individual change or progress without taking into account the idea of social change and consequently a representation of the professional self" (p. 87).

Professionals start from a self-perception of their work, which they identify and relate to their professional performance (Eslava-Suanes et al., 2018b). In this regard, Azevedo (2019) points out that as Social Education professionals, educating human beings with autonomy is essential. Specifically, through socio-educational intervention, the emancipation of the individual is recognized, providing them with the capacity for transformation.

Professional internships in Social Education offer an opportunity relevant to initial training, influencing the development of the future professional identities of Social Education professionals (García Vargas et al., 2016). Within this framework, Eslava-Suanes et al. (2018a) analyzed the competency profile associated with the Social Education professional, identifying 23 competencies categorized into communicative, critical-reflective, social, disciplinary, functional, and defining professional identity dimensions. The study highlights the need to design a specialized lifelong learning program to fill the gaps in initial university training (Eslava-Suanes et al., 2018b). Along these lines, Ricci Caballo et al. (2022) are committed to training from the perspective of systemic competencies, prioritizing curricula with diverse practices that adapt to change.

The training needs of the social educator constitute the foundation for shaping their intervention (Sánchez, 2015). For example, Córdón Sierra (2017) recognizes the importance of gradually integrating digital competencies into the professional development of Social Education. In this regard, he advocates for including ICT in the training process from a lifelong learning perspective. In our hyper-connected society in which we are increasingly "connected" to the network (Pallero & Sierra, 2021), information and communication technologies (ICT) have grown in popularity in recent decades, with the Internet offering an infinite number of resources (Marín et al., 2020). "The Internet is seen as a channel for dialogue, an enhancer of interaction, and a generator of new approaches and spaces for collaboration and cooperation" (Marín et al., 2020, p. 115). For example, while educational blogs, referred to as "edublogs," stand

out as powerful tools, Cabezas and Casillas (2019) argue that educators and social educators are not adequately prepared to navigate the challenges of educating in the network society. Against this backdrop, Martín and González (2021) call for an approach influenced by Freire. Consequently, it is crucial to recognize that discussion forums are highly interactive and collaborative digital resources and are especially beneficial when applied to social studies (Vázquez-Cano et al., 2015). Furthermore, it should be stressed that networking represents an opportunity to improve socio-educational practices (Varela Crespo, 2021).

Thus, professionalization is based on a process through which an individual's activity or occupation is considered a profession. Specifically, in Social Education, this process has been complex, gaining recognition over time (Sánchez, 2012). Social Education has not always existed (Caride, 2020), beginning in the 20th century with vast potential for the future. It has developed into a profession that dynamically evolves and adapts to the evolving needs of society (García-Vargas, 2021). Furthermore, it is recognized that each society has its own way of understanding it (Pérez et al., 2020). In this regard, a study in Spain has drawn attention to potential factors contributing to the deprofessionalization of Social Education, such as the profession's fragmentation and precarity due to insufficient funding (Cid-Fernández & Borges-Veloso, 2022). Furthermore, Ruiz Román (2017) emphasizes the fundamental role of Social Education in exposing and bringing attention to situations of social inequality. Table 1 presents various relevant definitions in the context of Social Education.

**Table 1.** Different definitions of Social Education.

| Authorship   | Definition   |
|--|--|
| National Agency for Quality Assessment and Accreditation (ANECA) | "The social educator is defined as an agent of social change, a dynamiser of social groups through educational strategies that help people to understand their social, political, economic and cultural environment and to integrate appropriately" (2005, p.127).   |
| State Association for Social Education (ASEDES)                  | "The right of citizenship that is embodied in the recognition of a profession of a pedagogical nature, generating educational contexts and mediating and training actions, which are the field of professional competence of the social educator, enabling: the incorporation of the subject of education into the diversity of social networks, understood as the development of sociability and social circulation; cultural and social promotion, understood as opening up new possibilities for the acquisition of cultural goods, which broaden educational, employment, leisure and social participation perspectives" (2007, p. 12) |
| Pérez et al.   | "Based on the set of legislative, regulatory and legal elements and components that in turn make up the set of public social and educational policies, implemented in the set of micro territories and municipalities, from a local point of view, taking into account the geo-social criteria. Public policies are developed by a set of plans, programs, services, and projects of the different entities, institutions, agencies, and public and private agents that have been shaping the process, phenomenon, profession, action, and definition of Social Education" (2020, p.652).  |

In the 21st century, the figure of the social educator is becoming established, with increasing recognition of its pedagogical potential. This recognition is evident in the proliferation of studies and doctoral courses in Social Education, signifying its status as a recognized profession governed by deontological and legal standards (García-Vargas, 2021). However, concerns persist regarding the lack of clear regulation of the profession, and it is considered a versatile field that sometimes overlaps with the work of other, more established professions. In addition, both the profile and the fields of action of Social Education professionals are varied (Martínez-Pérez & Lezcano-Barbero, 2020).

### **1.1. Rationale and objectives**

As previously mentioned, the work presented here forms part of a doctoral thesis with the following main objectives:

- To conduct a diagnosis of the contribution of Educablog to the identity, professional development, and professionalization of Social Education as perceived by professional users.
- To draw up a decalogue that includes actionable proposals aimed at promoting Educablog's role in fostering professionalization, identity, and professional development within Social Education.

Within this framework, it became essential to revisit the starting point for the "Educablog" case. And what better way to do this than by gathering the contributions of its promoters? For this purpose, employing the lifeline methodology, supplemented with photographs, was deemed the most suitable approach. The objectives guiding the use of this methodology were:

- To analyze the contribution of "Educablog" to professional identity from the perspective of its promoters.
- To analyze the contribution of "Educablog" to professional development from the perspective of its promoters.
- To analyse the contribution of "Educablog" to professionalization from the perspective of its promoters.
- To explore the historical evolution of "Educablog".

## **2. Method**

This research adopted an interpretative paradigm, seeking to delve into the perceptions of the professional followers of the blog. The primary focus was on analyzing the contribution of "Educablog" to social education from their perspective. Utilizing a case study methodology, the study sought to understand and explain a specific reality and, therefore, did not seek to generalize the results.

This is a qualitative type of research, with a focus on collecting the meanings people attach to the history in which they are involved (Hernández-Sampieri & Mendoza, 2018). Embedded within a broader research project, forming part of a

doctoral thesis, its role is to provide historical context through the lens of individuals who promoted the blog. Moreover, this research was reported favorably by the Ethics Committee for Research on Human Subjects (CEISH) at the University of the Basque Country, under the reference number M10\_2020\_218. Parrilla Latas (2010) advocates for an ethical culture, urging a critical and responsible attitude in research. It should be noted that this research aims to incorporate the diverse voices and perspectives of those involved in the subject of study (Busher & Fox, 2022).

The research was based on a case study. Following Stake (2005, 2013), this is characterized as an intrinsic case study since it is relevant and of interest in its own right. Moreover, according to Rodríguez et al. (2016) it can be regarded as a unique case within the historical-organizational modality because it is based on the evolution of a project such as "Educablog".

### *Instruments*

Life stories are known by different names across various disciplines, each having its distinct purpose (Gramling & Carr, 2004). According to Tapia and Muñoz (2019, p.5) the lifeline provides "a brief biographical narrative that in turn enables the reflection and interpretation of meanings about relevant milestones in their life history". It is a qualitative and holistic account of a life, emphasizing experiences and presenting them chronologically in a visual representation of a person's life, noting their significance (Gramling & Carr, 2004). According to Moriña (2017), lifelines offer the opportunity for multiple narratives, allowing the presentation of data to focus on pivotal moments for its protagonists by analyzing the meanings of the events in the context where they occur. The lifeline is a visual representation of a life story, marking events chronologically and noting the significance or importance of such events (Gramling & Carr, 2004). This methodology is currently used in both professional and research settings (Moriña, 2017; Moriña & Cotán Fernández, 2017) and can be triangulated with other data collection methods (Gramling & Carr, 2004).

In the present research, photographs were chosen as a means to visually capture and illustrate significant milestones. Photo-elicitation involves incorporating a photograph (or other visual material) into a research interview (Mott et al., 2020). In this regard, the participants were given the freedom to select the images and articulate the accompanying discourse.

The rationale behind this choice was that photographs have a strong capacity to evoke and activate memories of the participants who are the protagonists of the depicted reality. The choice of a particular snapshot, along with the context in which it was taken, becomes crucial in gaining perspective and understanding its overall significance (Moriña, 2017). Similarly, as Banks (2010) points out, utilizing images is particularly fitting in today's society, in which images play a central role.

### *Participants*

For the lifeline survey, four current promoters of "Educablog" were chosen. This decision was guided by the fact that it is considered key to grant the protagonists a voice in this type of technique. This approach empowers them to freely express their personal histories, transforming them into active research subjects (Moriña, 2017). The selected participants are male, aged between 43 and 46 years. They hold degrees in

Social Education, Pedagogy, Teacher Training, and Physical Education, as well as experience in other domains, including the education of children and young people on the streets, child protection, leisure, social services, and cultural management.

### *Procedure*

Before the session, an application protocol was designed. The people involved in "Educablog" were then asked to compile photographs pertaining to the history of "Educablog." Each participant chose the 10 photographs they considered most representative of the key moments or milestones in the blog's history. Upon completion of the selection process, a date and venue were scheduled for the lifeline session, which lasted approximately two hours and was video recorded.

The process began with the sharing of the selected snapshots by each participant. Subsequently, the lifeline of "Educablog" was constructed through dialogues. Participants reached a consensus on the "milestones" in the blog's history and illustrated each one with one or two consensual photographs, accompanied by the narration of the respective protagonists (see Figure 1). In the process of selecting the photographs, careful consideration was given to analyzing the context in which they were captured (Moriña, 2017).



**Figure 1.** Lifeline development process.

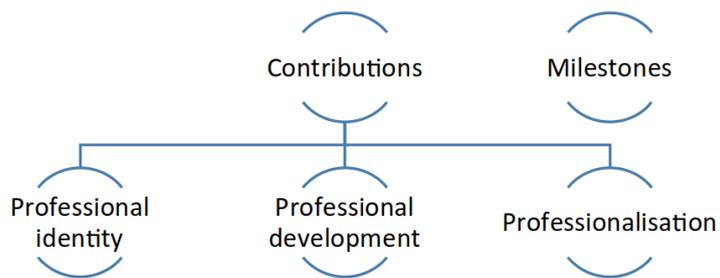
Subsequently, the narrative was transcribed and visually accompanied by the lifeline and selected photographs. While the researcher directed the narration, this was primarily based on the voices of the protagonists, positioning the narrative in the first-person plural. In any case, the narrative and interpretation were reviewed and agreed upon by the entire group.

### Analysis

The qualitative analysis was conducted using NVivo V. Release 1.5, extracting relevant information for the contextualization of the research and significant results to address the research objectives.

The mixed analysis proposed by Moríña (2017) was used, combining structural and narrative analyses. The structural analysis used the categorical system constructed to analyse the data collected during the fieldwork, enabling a comparison with data collected through other instruments. The author's omni-comprehensive model was also used, which includes five different perspectives— 1. holistic, 2. focused, 3. thematic, 4. chronological, and 5. subjective.

The categorical system (see Figure 2) consisted of two overall frameworks: "Contributions," approached inductively by applying the categorical system used throughout the research, and "Milestones." The latter included various subcategories that emerged deductively, referring to key moments in the history of the blog, which were identified by the promoters in the process of drawing up the lifeline.



**Figure 2.** Categorical system (Main categories).

Concerning the analysis of contributions, specific categories emerged. For "Professional development" only significant references were found for "Training-conferences-workshops" and "Forums". For "Professional identity" noteworthy aspects included "Creating a collective network" and "Explaining-defining our work". In the context of "Professionalization", significant references included "Recognition-visibility" and "Complaints and demands" (see Table 2).

**Tabla 2.** Sistema categorial: Apartado de contribuciones. Fuente: elaboración propia.

| <b>Categorical Framework</b> | <b>General Categories</b> | <b>Subcategories</b>         | <b>Definitions</b>  |
|------------------------------|---------------------------|------------------------------|---|
| Contributions                | Professional Development  | Forums                       | Spaces for reflection and professional communication  |
|                              |                           | Training-conferences         | Continuous training in its different modalities (courses, congresses), offers and training needs of the group, supervision and external validation. |
|                              | Professional Identity     | Explaining-defining our work | Ways of explaining/defining the work of a social educator.  |
|                              |                           | Create a collective network  | Feeling of being part of a collective, fostering a sense of unity between professionals and generating a network both in person and virtually.      |
|                              | Professionalization       | Recognition - Visibility     | Society's knowledge and appreciation of the work carried out by educators.  |
|                              |                           | Complaints and demands       | Complaints and/or professional demands  |

Concerning "Milestones" 25 subcategories were identified (see Table 3). These subcategories refer to the key moments recognized by the promoters in the construction of the lifeline. The categorization involves grouping the discourse related to each of these milestones.

**Table 3.** Categorical system: Milestones section.

| Categorical Framework | Subcategories   |   |                             |   |                                       |
|-----------------------|---|---|-----------------------------|---|---------------------------------------|
| Milestones            | 2005 BSide Educational Association                    | → | 2006 Creation of the blog   | → | 2007 1 <sup>st</sup> Bolunta Training |
|                       | 2007 Blogstival                                       | → | 2009 Social networks        | → | 2011 Gijón Meeting                    |
|                       | 2011 Libro De la red al papel                         | → | 2011 First CEESPV course    | → | 2012 Valencia Congress                |
|                       | 2012 Training at the University of the Basque Country | → | 2012 Presentation Barcelona | → | 2013 Article third sector             |
|                       | 2013 Edusoday Basauri                                 | → | 2013 Galicia                | → | 2014 Edusoday Deusto                  |
|                       | 2015 #Edusohistories + documentary                    | → | 2016 Seville Congress       | → | 2016 Article Cuaderns                 |
|                       | 2016 Tenth anniversary blog                           | → | 2016 Agintzari Training     | → | 2017 Edusoday Barakaldo               |
|                       | 2018 20 University of the Basque Country Anniversary  | → | 2018 Imago                  | → | 2020 #Edusolive Instagram             |
|                       |   |   |                             |   | 2021 Nuevo blog                       |

### 3. Results

The results are presented on the basis of 4 categories: "professional identity", "professional development", "professionalization" and "milestones".

#### 3.1. "Professional identity" category

The highest number of contributions emerged in this category, with a total of 41 references across three subcategories: "Creating a collective network" (35 references), "Explaining-defining our work" (5 references), and only one reference to "Vocation." Figure 3 illustrates the words carrying the most weight.



This network not only involves Social Education professionals but has also collaborated with professionals from other disciplines:

"The photographer was in a professional period of excessive creativity. But I also believe that he provided us with a series of crucial insights. The image is more his than ours, I would say" (LV3).



Figure 4. Eduso Day 2014

Moreover, within this network, professional and personal dimensions have been merged, as evident in the frequent references to friendship:

"I feel that "Educablog" is a space that, yes, we have created it, the four of us, or five with Mertxe, but many more people are living behind... those words, those comments, all of that. So, first, there are those who put up with us, tolerate us, and then there is the whole network" (LV4).

With regard to the generation of this network, it is noteworthy that it is mixed with friendship:

"And this photo reminds me of the strengthening of a friendship. We go there, we feel at home, they treat us very well, they invite our partners, they don't deprive themselves of anything, in terms of hotels, everything, they take us all over the country... I also think there is a lot of brotherhood between Basques and Asturians; I feel very much at home" (LV1).

In this generation of networks, emphasis has also been placed on the social networks of "Educablog," which have also had a significant impact on Social Education:

"This (...) is a screenshot of an application to see a little bit, in the Valencia conference, if I'm not mistaken, a little bit of what had been tweeted, a tag cloud, and here we were, the ones who had tweeted the most. In the conference and with other friends: Marimar, Sera Sánchez, Oscar, the one we talked about before, Miquel Rubio... (...) it seemed to me to be very significant, the network and all of this, and also because another of the milestones has to be the social networks. I don't know if 2009 we entered Facebook or Twitter, so that's why it's here" (LV4).

We speak of people with their names:

"I'm listening to us, and I'm amazed that we could make a list with all contacts or agents who are in any way part of this lifeline..." (LV2).

The following subcategories were identified concerning the "Explaining - defining our work" subcategories. These mainly relate to trips organized to different places, where the aim is to bridge the gap between the profession and society, enabling the collective to be identified and the profession to be visible:

"And here, from this small formalization, we move on to what we have come to sometimes call Social Education On Tour, which is nothing other than to give shape to this central idea wherever we were allowed, and people from different parts of the region felt that they could identify with it, people from the academic world as well, and with more economic possibilities in this case, made it easier for us to work with them and take this message to other places." (LV1).

There is also talk of explaining the profession concerning the #edusohistorias project, in which twenty-five professionals wrote stories about various areas of Social Education:

"At the end of the day, that's what it is, they are life stories, there's no more mystery, but it was very much part of the profession, and we made it choral, the people received it super well" (LV1).

Use is also made of the media and other publications to explain the profession:

"But what this double-page spread in the Courier allowed us to say, we believe, was that our profession deserves it; we believe that someone has to be there for us to try to explain it (...) Raúl was more connected to the media; Iñigo, too, regularly attended some of the Ser's talk shows. But it had such an impact that, at the provincial level, it was possible to make what we were doing visible and put it in our own words. I think that was the most beautiful thing we could take away" (LV1).

Or social networks such as Instagram:

"We were born with social networks, and which one is the most powerful and the most significant at the moment? Let us see if we can put another grain of sand in the profession with young people, something that it seems we are still struggling to achieve in terms of discourse; I don't know what discourse and whether it will be a bit old-fashioned or not, but at least let them know what they will encounter in their professional work" (LV1).

### **3.2. "Professional Development" category**

This category of contributions emerged with the least intensity, with 28 references, of which the majority (24) refer to the subcategory "Training-conferences-workshops" and four refer to "Forums." Figure 5 shows the words with the greatest presence.

Within the subcategory "Training-conferences-workshops," the references predominantly center around the initiatives undertaken by "Educablog," in the implementation of training courses in relation to ICT and Social Education. The promoters actively collaborated with various professional schools and private entities within the third social sector.

"This is a turning point in that sense. The school, then, that's why we have marked it. We did two courses in two years in 2011, 2012". (LV4).

"In 2016 as well, the Agintzari training is very significant" (LV1). "If you remember, we talked about Bolunta, which is half institutional. There, there is the academic part, and then Agintzari, which is a private entity that has also worked with us" (LV2).



Figure 5. Word cloud relating to the "Professional development" category.

It is also worth highlighting the presentations given at meetings and workshops, mainly those dedicated to Social Education at the state level:

"To top it off, what he said... this last photo of the Seville conference, I could not attend the one in Valencia that they both attended. Here, we were even invited as speakers; we have the presentation given by Raúl, although we prepared it between the four of us" (LV1).

And at conferences, some of which were held in collaboration with different universities (see Image 3), as an indicator of the increased professionalization of the team:

The lecture at the University of Murcia, which Iñigo and I attended. I have highlighted this again, but now, with more maturity, I would say than those first Edusoday events. The events have matured, whether we have been invited to a class or to give a talk or lecture at universities (LV1).

In relation to the "Forums" subcategory, "Educablog" is recognized as a place for meeting, interaction, and professional reflection, and it is defined as a space that allows for "continuous learning and reinventing oneself and continuing to search" (LV4), while:

"To be able to let off steam, to be able to look for a platform where I can go to build my professional foundations during the years that I have been working (...) to be able to transform the reflections of the working groups, multidisciplinary teams, taking them from the ground, to bring them from the floor to the table, put them on the table, but with a language that was



expected, considering that the visibility of the profession is one of the major objectives of the creators of "Educablog":

"It seems that talking about sales could distort the character that we want to imprint on Social Education, what it means to make it visible as much as we can, to contribute a little bit of dignity, visibility, and standardization" (LV1).

Also noteworthy are the events that "Educablog" has organized to give presence to the profession, such as Edusodays:

For World Social Education Day, I chose another photo. It was taken in Basauri, Asier's village, in the Antzoki. We put up a sign there and took a photo before people came in. We wanted to fill that room with Social Education (LV2).

Or the media presence, both on the radio and in the written press (see Figure 8) or on television, reflecting the scope of the space, especially in relation to the publication of the book #Edusohistorias:

"This was a very cool moment I shared with Raul at the Cadena. Another milestone, a media outlet with Azul Tejerina, in which we were able to appear" (LV2)

"He would go to ETB, we would go to Radio Nacional or Euskadi Irratia, Jorge would go to Ser. And I think it was the high point when Francino contacted us two years ago. Also, he called us, and they call us as consultants, as people who know what is new (...) the fact of putting Social Education where we believe it deserves to be" (LV1).



Figure 8. Article in the newspaper El Correo

Concerning the visibility efforts undertaken by "Educablog," it is worth mentioning its geographical reach by means of the presentations conducted throughout the region, indicating that the space was recognized as a reference point in the field of Social Education:

"Next stop: Edusohistorias. I have put it this way because this platform has really been in so many places in the world, especially with this book tour. This is the biggest milestone in bibliographic or publication terms, and it is still the one with the highest sales and the greatest impact for social education, which I think is significant" (LV4).

Directly related to the presentations are publications such as:

"Imago, which also seemed like a very nice idea, to switch from the editorial format...to make an exhibition that travels throughout the world" (LV3).

Or Edusohistorias, of which there have been notable sales:

"we've gone over a thousand and some, probably over fifteen hundred." (LV3). "More than 2000" (LV1).

Similarly, the social networks and the blog itself have emerged as instrumental in raising the profile of the profession and transferring participation to the social networks of the space:

There has always been this dilemma over the years as the blog was more, it was like more of a 2.0 space that originally had much weight, but then the social networks have become more powerful, but well, it has been seen that they are different and complementary spaces (LV4).

In the Complaints and demands subcategory, it is worth mentioning the freshness at the beginning of the trajectory combined with activism and professional and social demands:

"Educablog" was born with this freshness, which I think is very significant and exemplifies very well what "Educablog" was. A bit from the ground up, from pure and hard activism and youthful enthusiasm, without really knowing where this could lead (LV1).

In fact, "(...) on some occasions more and on some less, we wanted to take part in certain actions, social actions, demands. In this case, the aim was to join the orange wave against the cutbacks" (LV3).

### **3.4. "Milestones" category**

Within this category, 25 subcategories emerged, and in terms of the number of references, "Imago," "Blog creation," and "Blogstival" stood out above the others with 16, 13, and 12 references, respectively, indicating that these are the milestones to which the "Educablog" team attaches most importance.

The prominence of "Imago" as a milestone for the "Educablog" team can be attributed, in part, to its status as one of the last projects promoted by the blog, published in 2018. The presentation of the photobook itself is also noteworthy, as it provided an opportunity to observe the evolution of the team in terms of their ability to organize a high-quality event:

"I believe that here, there was a qualitative leap in terms of preparation and design to how well everything went at the presentation of Imago. The people's interventions were super-powerful, and everything surrounding us was very good. I don't know, it was all very pro, like a jump from something, which a few years ago was very amateurish" (LV3).

Continuing with the milestones, the creation of the blog marked a before and after since it became the main project of the association from 2006 to the present day, being a pioneer in combining Social Education with blogs:

"A bit like what you were saying before, yes, this work is very good, but maybe we could give it a twist, and I think you also mentioned it before, in those years when my friends Jon and Raúl were setting up a technology company, and they wanted to create a network of blogs, we suggested to each other to create one on Social Education. So that's when we formed the first association" (LV3).

Likewise, the members of "Educablog" emphasized the organization of the "Blogstival" in Getxo in 2017, marking the team's first "big" event. This event combined the subject of blogs with training and leisure activities, bringing together the formal with the informal, establishing a formula that would continue to shape the trajectory of 'Educablog' in the years that followed:

"This is from the beginnings of an event we did in Getxo, and it was undoubtedly our first milestone of something we did. There are also some photos I've seen around. And well, here's our partner Mertxe and some other friends, and I think it's important" (LV2).

#### **4. Conclusions**

The use of the lifeline methodology based on photographs (Moriña, 2017) has made it possible to address the stated objectives of analyzing the evolution of "Educablog," identifying the milestones in its history while at the same time examining its contributions to Social Education from the voices of its promoters.

In addition to its role in constructing the dedicated blogosphere known as the "Edusosphere" (Martínez-Pérez, 2019), the founders of "Educablog" highlight several aspects that emphasize the significance of its contributions to Social Education. Specifically, in terms of professionalization, emphasis is placed on the blog's role in "Recognition-Visibility." This aspect is closely connected to the complex process undergone by the profession itself (Sánchez, 2012). Particularly in the early years of "Educablog," there was a crucial need to navigate toward visibility and recognition of a "young" profession. This was a period during which the profession initially defined its functions and competencies (ANECA, 2005; ASEDES, 2007). In our view, "Educablog" serves as an exemplary illustration of how social media can contribute to making a profession visible, connecting it with society, and advocating for its recognition.

Concerning professional identity, the findings highlight the blog's contribution to "creating a collective network." This is particularly significant given the need for spaces that facilitate the formation of professional networks of identification in a diverse, highly atomized social sector. The social sector, inhabited by numerous small private entities, is in the process of redefinition and taking on increased responsibilities from public institutions concerning the development of the welfare state (Marbán

Gallego & Rodríguez Cabrero, 2006), circumstances that create challenges for professional cohesion. We believe that "Educablog" serves as a space that addresses the collective need for professionals to convene, engage in dialogue, and share insights about their daily practices within the profession. Educablog has emerged as a virtual space fostering a shared identity in this context.

Educablog's contribution to professional development is related to the training and presentations offered through the platform, primarily focusing on the connection between ICT and Social Education. This issue is particularly important in a domain marked by resistance and limited development of the professional digital competence necessary for education in the network society (Cabezas & Casillas, 2019). In addition to formal training, we would highlight that "Educablog" serves as a space for reflective practice, allowing professionals to engage in discussions, share experiences, and contribute to lifelong learning.

According to its founders, pivotal milestones in the history of "Educablog" (Tapia & Muñoz, 2019) include the creation of the space itself (2006) and the organization of a blog-related event (Blogstival, 2007), a pioneering initiative during the emergence of the blogosphere in the state (Cerezo, 2006). Likewise, the publication "Imago," combining photography and Social Education, is highlighted for its presentation of these milestones, reflecting the meticulousness and maturity of the event. Additionally, "Educablog" is credited with contributing to writing works on Social Education, both virtually and through various books<sup>1</sup>.

Finally, we would like to emphasize the significance of employing a methodology that takes the protagonists' perspectives when examining the history of a social platform such as a blog. By identifying the key milestones, the founders have become more aware of their trajectory, gaining perspective on their history and enabling the researchers to gain a deeper understanding of a particular reality (Gramling & Carr, 2004; Moriña, 2017; Tapia & Muñoz, 2019), which, in this case, is narrated by the "Educablog" team itself.

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<sup>1</sup> In addition to the aforementioned "Imago," the team behind "Educablog" has published two other books: "Educablog" 2006-2011: De la red al papel and #Edusohistorias.

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