

Interdisciplinarity of professional profiles as a basis for the fight against hate in social networks: Rewind

La interdisciplinarietà de los perfiles profesionales como base de la lucha contra el odio en las redes sociales: Rewind

ISSN: 1696-019X / e-ISSN: 2386-3978



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How to cite this article:

Kolotouchkina, O.; Alonso Mosquera, H.; González Vallés, J. E. (2018). Interdisciplinarity of professional profiles as a basis for the fight against hate in social networks: Rewind. *Doxa Comunicación*, 27, pp. 317-336.

<https://doi.org/10.31921/doxacom.n27a16>

Received: 04/06/2018 - Accepted: 04/09/2018

Abstract:

In the search for new initiatives that could attract students, a group of professors proposed participation in Facebook Challenge P2P organized by Edventure Partners. The selection of the participating students was made by establishing an interdisciplinary filter in the profiles that were to be selected. After the selection of students, we worked with a real briefing and budget, creating an original communicative space where an online campaign aimed at prevention of extremism on the networks was developed. The campaign was more than successful since it got the first position in the European event and the third one in the world event; in addition, it won the Prize for Teaching Innovation by CEU San Pablo University.

Keywords:

Facebook, hate, social networks, profiles, innovation.

Recibido: 04/06/2018 - Aceptado: 04/09/2018

Abstract:

En la búsqueda de nuevas iniciativas que pudieran atraer al alumnado, un grupo de profesores propuso la participación en el Facebook Challenge P2P organizado por Edventure Partners. La selección de los alumnos participantes se realizó estableciendo un filtro interdisciplinar en los perfiles que iban a ser seleccionados. Tras la selección de alumnos, se trabajó con un briefing y un presupuesto reales, creando un espacio comunicativo original donde se desarrolló una campaña online orientada a la prevención del extremismo en las redes. La campaña fue más que exitosa puesto que se consiguió la primera posición en el certamen europeo y la tercera en el mundial; además de obtener el Premio de Innovación Docente por parte de la Universidad CEU San Pablo.

Keywords:

Facebook, odio, redes sociales, perfiles, innovación.

1. Introduction

The origin of the project is in the 'Peer to Peer Facebook Global Digital Challenge', which emerged in 2015 as a global interuniversity initiative promoted by Facebook. More than 150 universities around the world joined the project that consisted in the creation of a real communication campaign on social networks and digital media to combat extremism and bad communication practices in virtual environments. Since the launch of the project in 2015, two annual calls for competition have been launched, coinciding with the academic semesters in autumn and spring.

Each participating university presents a team formed by five to eight students who design, plan and execute a communication campaign with a budget assigned by Facebook to meet the specific objectives of scope and impact raised at the beginning of each call. The work of each team of students has the support of the professors of their university and a weekly supervision by the Facebook team to control compliance with the temporary objectives and the investment made.

At the end of each semester and depending on the results achieved, the final selection of the three best campaigns presented to the professional jury made up of prestigious experts worldwide in the field of international relations, digital communication and security is made. The three finalist campaigns are exhibited, depending on the geographical area of the participating University, in a final in Brussels for the European region, and in Washington both for the regional competition among American universities and for the grand world final.

The most outstanding aspects of this innovative teaching initiative are reflected both in the unique dynamics of the project, which takes place in the real environment, as well as in the contents, narratives and digital impacts that its implementation triggers. The possibility offered to university students to live a real experience of the development and comprehensive implementation of a digital communication campaign with an assigned budget replicates the circumstances of the professional environment to which many aspire to enter once their university academic education is completed.

When developing the project within a university, the diffusion and the repercussion of the generated contents increase significantly among all the members of the university community. On the other hand, the opportunity to participate with their talent, ideas and knowledge in the global fight against extremism in digital environments contributes to empowerment and greater social activism of university students.

CEU San Pablo University team, made up of eight students from the Faculty of Humanities and Communication Sciences, participated in the call for the project in the spring of 2017, obtaining the highest award in the European competition and being the third ranked in the grand world final with their Rewind campaign.

The process of selection of the members of the student team was carried out by a multidisciplinary team of professors of Journalism, Humanities, Audiovisual Communication, Digital Communication and Advertising and Public Relations of CEU San Pablo University. The eight students were selected from the call open to all students of the faculty to present their candidacies, assessing the most outstanding features of their academic training, relevant to the project, as well as their social activism and their experience in the field of digital communication

The variety of student profiles, at the level of both training and concerns and personal characteristics, was considered key to forming a multidisciplinary, dynamic, open and inclusive team. Aristotle (n.d.) the Stagirite said “teaching is not a vital function, because it does not have an end in itself; the vital function is to learn. What we have to learn, we learn by doing”. Currently, the development of real projects in the field of social networks and digital media is considered a key educational tool in the training of university students of Advertising and Communication (Childers and Levenshus, 2016). The ACEJMC of the United States (Accreditation Council for the Teaching of Journalism and Communication) identifies, among the key competences of the academic curriculum, the ability of students to understand the digital environment and its impact on the context of globalization as well as the development of campaigns of digital communication by applying the essential tools of the process (ACEJMC, n.d.)

This is the spirit that impregnated the genesis of the project that four professors and eight students of the Faculty of Humanities and Communication Sciences of CEU San Pablo University assumed to try to end hatred on social networks.

The challenge was therefore double. On the one hand, the necessary teaching innovation to face the transversality of the project both in subjects and in the selection of students of different grades, courses and groups. And, on the other hand, the necessary and obligatory cooperation of the eight selected students, with well-defined competences assumed after passing the specific subjects of their training itinerary.

1.1. Theoretical framework

The basis of the current problem of hatred on social networks had to be confronted with the solutions provided by the current educational philosophy of searching for quality -understood as an aspiration to the effective improvement of learning and teaching, in the achievement of which there are many elements present such as “the values [of the organization], the level of satisfaction, the training action of professors, the institutional culture, the climate of the classes, etc.” (Zabalza Beraza, 2003: 171) - And of continuous adaptation to the new environments, a characteristic of the process of European

convergence, which has extended and generalized concepts such as 'competence', 'teaching competence of professors', 'lifelong learning' and 'quality assurance and guaranty systems'.

The role of professors today consists in developing mediation, facilitation or guidance tasks, which means fostering the intellectual habits of students and also their professional ones (González Galán, 2007). Lieb-Brilhart (1978) states that one of the main functions of academic training is to help students understand the global impact of the complex processes of media communication. Recognizing the significant contribution of university education to foster the innovative competences of its students, Martin, Potocnik and Frasn (2017) highlight a special relevance of autonomy and high cognitive demands in the processes of academic innovation.

It is not only to train in theoretical knowledge but it is necessary that the student acquires skills, procedures, aptitudes, interests, self-demand and values necessary for permanent self-learning throughout life (long life learning, learning by doing).

All this set of contributions leads the student to know, know how to do, know how to be, able to do and want to do, increasing their motivation in the daily exercise of their professional activity. Since the university education of students is not limited only to the number of face-to-face class sessions received but is extended to the time dedicated to their autonomous learning, it needs to develop more effort: a proactive, participatory attitude of constant work and continuous recycling.

At the same time, CEU San Pablo University has promoted the development of systematized actions of innovation and improvement to contribute to the improvement of student learning outcomes and the scientific development of subjects as a whole, as in the specific case of the Faculty of Humanities and Communication Sciences and the project to end hatred on social networks promoted by 'Peer to Peer Facebook Global Digital Challenge'.

To understand the extent of the problem of hatred on social networks, it should be taken into account that 81% of Internet users aged 16 to 55 use social networks, which represents more than 15 million users in Spain (IAB, 2016). Facebook is the most used, followed by Twitter (43% of users) and YouTube (used by 95%, although half of them do not have their own account), according to data from the 7th Wave of the Observatory of Social Networks (TheCocktailAnalysis, 2016). The significant increase in advertising investment in digital media has a key relevance to the academic curriculum of Communication Sciences. The new digital context makes it necessary to implement new technological tools and new methodologies in the training of students (Wirtz, Hayes and Shan, 2016).

In the context of the digitalization of media and media convergence, a new form of citizen empowerment and participatory culture has been generated. Individuals become active creators of all types of content with an increasing level of influence as prescribers and experts in all types of fields (Jenkins, 2006). In these circumstances, social networks are the platform chosen by a big part of the population to communicate their opinions and thoughts. Thus, a dialogue is opened in which comments with hatred content that are not based on arguments or reasons are very common. One of the theories that support the fight against hatred on the internet is the theory of 'social contact': the Internet separates people. We tend to unite in virtual communities with people who think similarly to us.

This contributes to the feeling that the world is divided between 'us' and 'them' and makes the comments opposed to the opinion 'get some annoyance. It can also be considered that the theory of confrontation better explains the motivation of

many users to comment with hatred: the individuals who show violent tendencies and start from discriminatory beliefs (by race, sex, ideology or others) feel free on the Internet to express themselves, thanks to the anonymity the network offers them.

One of the main reasons for the spread of hatred speech is the performance (or lack of it) of the platforms. Several strata accuse social networks of passivity and believe that they should be ultimately responsible for filtering the content, and not allow messages inciting hatred to be published.

In this regard, it should be noted that, according to the PRISM study, only 9% of hatred messages on Facebook are removed by the social network (ReasonWhy, 2017) and, according to the European Commission report made after the creation of the code of conduct agreed by the major information technology firms last May to combat incitement to hatred on the network in Europe (European Commission, 2016), the percentage of content withdrawn by companies with respect to the total of alerts on social networks about those that incited hatred, it had a dangerously low rate: Facebook received 270 alerts and 28% of improper content was removed, Twitter received 163 alerts and 19% of content was withdrawn, and YouTube eliminated almost half of the content of the 123 notifications received.

The seriousness of this situation is best understood if we consider some of the effects of the hatred messages disseminated on the networks:

1. Suicide is the third cause of death from 15 to 29 years of age (INE, 2013), which is a figure of more than three hundred under thirty years of age each year. Among the reasons why this happens, the most indicated one is bullying, and especially, electronic harassment.
2. In 2014, the National Police registered in Spain 1,285 hatred crimes, 102 out of which were in the Community of Madrid. However, only one out of every 10 victims of hatred crimes comes to file a complaint (EFE, 2015).
3. Of the hatred crimes reported in Spain in 2014, 40% were related to insults derived from the sexual orientation of the victim, followed closely by those related to racism and xenophobia (Observatory against LGTBfobia, 2017).
4. According to the Report of the European Commission (El Mundo, 2016), out of the messages denounced for incitement to hatred, 23.7% were for their anti-Semitic nature, 21% for criticism of the 'national origin' of the victim, and 20.2% due to Islamophobic hatred. Passivity of users is the most common response to hatred messages related to Islam. Each week, more than 25,000 people in Spain receive messages of misogynistic content
5. 38% of tweets are written with the intention of annoying, insulting or threatening someone, according to a recent study by the University of Texas.

The fight against hatred speech has been fully established in various media for decades; however, the Internet has not developed the same way. Thus, it is estimated that around 11,000 websites contain content that incites irrational hatred (Delgado & Stefancic, 2014), without establishing a culture of universal response to hatred messages on social networks.

Cyberhatred, in addition, adds a series of particularities that make it difficult to fight it easily:

- a. Communicative overabundance or overinformation.

- b. The communication of messages that were previously limited to the private sphere has become public in an absolutely massive way.
- c. Decentralization of communication, since anybody can broadcast a message with a huge audience potential.

Thus, Jubany and Roiha (2016) warn about the fallacy of digital dualism: hatred speech on social networks, although it has the specificity of the medium, it is nothing more than public externalization of an underlying problem in society in general, regardless of the scenario in which it manifests itself.

To combat hatred on social networks you can follow different strategies:

- Monitoring and research, to better know the magnitude of the problem of hatred speech and explore the possibility of using early warning systems capable of identifying it automatically.
- Pressure on the social-network-operating companies, aimed either at modifying their policies regarding the type of content that can be shared or at withdrawing specific content. (Cabo Isasi & García Juanatey, 2016)
- Change of the perceptions and attitudes of the users of the network against hatred speech both on the Internet in general and on social networks, in particular.

In this regard, the European Union has developed an intense activity aimed at finding solutions to this problem, such as the signing of the Code of Conduct with technology companies, and agreements with UNESCO and the European Commission against Racism and Intolerance (ECRI).

The use of social networks as a teaching innovation tool has also been studied deeply and, among the existing literature, we highlight the research of the FONTA Group as a reference in this field (Vivar et al., 2011: 45). The objectives that can be achieved, according to these authors, can be divided into four main blocks:

1. Implement adequate and sufficient tools within the study center so that students can efficiently and effectively complete their own proposals for the acquisition of competencies according to the European Higher Education Area. This fact, in addition, entails an increase in the motivation of the student, with which the risk of failure, both inside and outside the classroom, is considerably reduced.
2. Look for feedback and interactivity among the agents that make up the project and, in general, with any of the publics of interest that are around it. All this results in a spirit of continuous improvement on the part of all these publics and, therefore, it feeds back the system itself for future editions of the project. That is, a guide, both referential and operational, that marks the evolution of the group in their use of the social channels of Web 2.0, is set.
3. The multi-support and multiscreen capability of social networks, such as Facebook, also allows us to explore and research their use according to the particular characteristics. This entails the obtaining of data that allows us to clarify what uses, what purposes, what needs and what motivations are the predominant ones regarding the topic that worries the project and also with respect to the users that participate in an active, passive, direct and indirect way, within it.
4. The training of students as a step prior to their incorporation into the world of work, especially when new profiles generated by Web 2.0 such as a Community Manager, Social Media Manager ...are being demanded This fact is tangential with the concept of learning by doing that marked the genesis of project.

Among the main challenges to university education in the field of Advertising and Digital Communication, Neill and Schauster (2015) emphasize the need to develop specific competences for social listening and monitoring of content to detect the main trends in online conversations. Training in the techniques, tools and methodologies of community management, programmatic advertising and social network analytics is fundamental for a solid preparation of students to the challenges to the professional sector of agencies, advertisers and digital media (Neill and Schauster, 2015).

Not less important is to finalize this section by observing that the public being the protagonist of this project is the so-called digital born. In fact, this is what Alonso Mosquera et al. (2016: 138) express:

“They have grown up with technology as an integral part of their lives, and their ‘mother tongue’ is the digital language of electronic devices connected to the Internet. To them, instantaneity is intrinsic to communication, which also can and must be multitasking, because they consider it to be. They can do several things at once, everything is here, and now, at the highest speed. With this profile, the new technological tools available to them become a fundamental element in their lives: social networks, blogs, forums, video platforms, etc. are a medium focused on entertainment, which allows them to communicate with their own and decide what assets and knowledge they want to share with the others (music, videos, etc.)”.

The advantages and disadvantages of the incorporation of this type of tools into the classroom are obvious but, furthermore, the use of these instruments in society as a throwing weapon has been the basis for the creation of this project. After receiving the order, the classrooms, where so many times the use of this type of resources is prohibited, were going to be precisely the starting point of a campaign that sought recognition and public exposure of hatred messages generated on the social networks, seeking their eradication as behavior that society wishes to discard.

As Sarmiento and Rodríguez Terceño (2018) argue, electronic communication has largely replaced word of mouth and it entails a new agora of public presence. The dimensions that affect this new phenomenon are several, such as “the perception of quality, the perception of value and the satisfaction that users develop in social media”.

2. Methods

From the point of view of the professors involved, and as has been anticipated, the purpose of the project was to ensure that students worked on a campaign in a strategic manner, addressing all aspects, from the establishment of objectives, content and creativity strategy, to the development of each of the pieces and the definition of the means used, of course measuring effectiveness, and adhering to the control imposed by a real budget to spend.

To achieve the success of the project, the selected students worked as a team with defined functions for each of them:

Student 1: Art Director, member of the creative team, working on creating the graphic daily contents of the campaign.

Student 2: Project leader in charge of motivating and coordinating the team and assigning tasks.

Student 3: Copy-writer, working on press releases, bulletins, reports as well as monitoring the project impact and progress.

Student 4: Copy-writer, responsible for generating the content published on Instagram and detecting possible influencers to attract them and turn them into rewinders.

Student 5: Art Director, creating the graphic daily contents of the campaign.

Student 6: Webmaster and data analyst. Responsible for the design and development of the web platform as well as for analyzing the statistics obtained from each social network.

Student 7: In charge of all the audiovisual production, of both the daily contents and specific projects.

Student 8: Market researcher. Responsible for identifying cases of hatred contents in social networks and for managing corporate communication issues off the team.

This way, each one was responsible for the success or failure of the entrusted task and they also understood the operation of the departments of a real agency. For the selection of these students, the team of four professors who coordinated the project established the specific competences that should be assumed in it. The analysis of professional profiles and generic objectives resulted in two major core competencies around which the entire project is organized:

- 1) Be competent in research and analysis of the reality in its various areas (political, economic, legal, artistic, cultural, scientific, technological and sports) and especially in the field of social networks. This competence for the interpretation of reality is the fundamental competence on which the work of any communication professional in any field is based. The analysis of this competence led to its breakdown into two major subcompetences:
 - a) Knowledge of the state of the world, its recent historical evolution and the basic parameters in the different areas. It was a competence of enormous potential dimensions, but of special relevance in the objectives of the project. When fighting hatred on social networks, students had to be competent in contextualizing current events in the appropriate structures and situations, for which they needed sufficient knowledge of the state of the world in all its areas (especially in Web 2.0). and 3.0) and they should also be able to interpret texts and data from very different fields and reason critically with them.
 - b) Ability to search and manage information. Indispensable in their work of interpreting reality was the ability to search and manage information, analyze it, synthesize it, hierarchize it and manage it, for which they also needed to be able to use the appropriate technologies and master the specific procedures of searching for information and researching in a terrain as marshy and broad as that of social networks.
- 2) Be competent for communication in different genres, languages, supports and technologies, integrated in the different contexts and media in which social networks have repercussion and an impact. This second great competence complemented the first to configure a competent student when facing this very specific project. This competence gave rise to a further extension in a tree of subordinated competences according to the different social profiles in which the communication activity was developed and according to whether it was a communication using oral, written language, audiovisual language, photography. ...
 - a) Ability to express oneself correctly and effectively in the different languages, supports and devices. This is a basic competence for a communicator and includes aspects such as correct use, oral and written, of one's own language, the ability to express oneself in the specific language of the image and mastery of the specific language of the different profiles on social networks. It also includes skills such as the ability of reasoned presentation and argumentation,

the ability to express oneself in an attractive and interesting way or the ability to adapt specialized languages to general audiences that are present on social networks.

- b) Capacity for integration and adaptation to the organization, equipment, processes and work criteria, in the contexts and means of communication activity in the 2.0 environment. It is a macrocompetence that is deployed in three fundamental areas:
- i) Mastery of the processes and techniques of production of information and communication content. That is, mastery of the procedures that professionals use in their performance, together with the techniques and technologies that accompany them. To do this, the following resources were made available to students:
 - Internet connection: essential for management of social network channels, as well as the web, since the campaign is digital.
 - Eight personal computers: being a digital campaign in its entirety, it was vitally important that all promoters have access to personal computers to be able to work.
 - Video editing programs: Adobe Premier Pro, Final Cut, AfterEffects ...
 - Photo editing programs: Adobe Photoshop
 - Linear / vectorial editing programs: Adobe Illustrator.
 - Camera
 - Video camera.
 - Code editing programs: Adobe Dreamweaver / Sublime Text.
 - Internet browser and tools for developers that include: Google Chrome, Safari ...
 - Social networks: Facebook, Instagram, Twitter, YouTube, LinkedIn ...
 - Other technological resources accessible from the web: Google Analytics, Facebook Analytics, Instagram Analytics, Twitter Analytics ...
 - ii) This type of competence, being procedures and techniques, should be formed in their practice. Therefore, the project was articulated in several phases the core of which was always to combat hatred on social networks, reproducing the environments and tasks characteristic of the profession. In them, students could propose their strategy and reflect on it. It included aspects of basic techniques and procedures such as mastery of social networks and the procedures to elaborate content in various media and profiles, or mastery of production technologies in all those areas. It also included competences related to the design and implementation of projects in various areas and genres, including the creation of digital communication projects and corporate identity. And finally, it was necessary to include here the capacity to contextualize in a critical way that performance they were carrying out in the project, achieving, through abstract thinking and the ability to analyze, the knowledge of concepts, theories of media communication and their social impact or basic concepts and processes of advertising and public relations. That is, multidisciplinary and transversal competences, which are also proper to the existing Degrees in the Faculty of Humanities and Communication Sciences of CEU San Pablo University.
 - iii) Knowledge of the context and means of activity on social networks. Students had to be able to integrate, situate themselves and adapt appropriately to a real and professional environment such as the one provided by 'Peer

to Peer Facebook Global Digital Challenge'. For this, students needed, first of all, knowledge of the socio-communicative reality in all geographical areas, from the local to the international level, since social networks cover all these parameters. On the other hand, students needed to be able to reflect on the social networks in which they work with knowledge of the history, characteristics and structure of them and knowledge of the organization and distribution of the different profiles. This type of knowledge allowed critical reflection and therefore it constituted the path to the capacity for innovation and creativity. Finally, it was essential to students to know the legal framework of their activity in order to be able to adapt their practice to the limits determined by the rules.

- iv) Autonomous and collaborative work capacity. As a participant in the project, the student needed fundamental work skills that will allow him to perform adequately. Among them are, as especially important in this area, the capacity for organization and planning, mastery of foreign languages that allowed the student to mix on social networks and have references of other projects in other countries, the fundamental capacity of problem solving and decision making. The skills related to teamwork and interpersonal skills had a special impact for the project objectives. Therefore, the project had a strong component of team spirit in which students received specific training in this area. Last, and not least, to combat hatred on social networks, the student had to have solid knowledge of the principles of professional ethics and deontology.

In the detailed list of the functions of each of the students, one of the students, in this case one being in the final grade, was appointed responsible for the project, with the task of supervising all the work developed by the team and also managing the campaign as regards the budget. Another one was in charge of previous research and of the identification of current issues for the generation of relevant contents.

The other six students, in relation to the needs of the campaign and also considering their profile, were responsible for the following tasks: in the creative area, two graphic creators, responsible for carrying out each day the creativities required for the campaign in the various media, and an audiovisual producer, responsible for everything related to content of this type, both videos for daily content and others more thoroughly, such as summaries.

In content management, a student was in charge of the planning and proposal of the subjects that had to be treated. Another was responsible for the content generated from a point of view more focused on public relations, and so the student prepared the press releases, bulletins, weekly reports of the campaign, and everything related to the relationship with influencers and media. Finally, the work of webmaster and data analyst to analyze and evaluate the campaign metrics was entrusted to another member of the team.

To guarantee the correct functioning of the process, the professors involved also distributed the tasks in which they had to supervise and facilitate the work of the students. Thus, the relationship with the media, management of social networks, the review of campaign strategy and content and the relationship with the organizations involved in the contest were the actions that each of them undertook.

A WhatsApp group was created with the professors and students involved to ensure constant and immediate coordination and communication according to the needs of the project, and in addition to this follow-up, a meeting with the student responsible for the team was established every week to verify the fulfillment of the objectives and the strategy.

Finally, it is worth mentioning the use of the Basecamp platform that allowed relationship not only between professors and students of the team, but also with the Edventure professionals who supported all the doubts and questions that were arising.

Once the tasks were organized, the topic to be treated in the campaign was defined. From the briefing proposed by the organization, which provided a series of areas of interest to work, the issue of hatred on social networks was chosen. This topic was closer to the students, and also to the potential audience they could address.

It was understood that it was easier to achieve success, measured in terms of the impact of the campaign, if a day-to-day issue of the public they expected to access was sought: the hatred messages that we can find on social networks every day, and against which the most common strategy is not to do or say anything.

The campaign was developed in the months of February through July 2017. The success of the campaign can be assessed as it is developed in the following sections.

3. Content, Impact And Reach

The initial objectives set for the Rewind campaign were the following:

1. First, regarding the scope, reach one million people in three months.
2. Second, get interaction, responding to a minimum of five hundred hatred messages on social networks.
3. Third, achieve the engagement or commitment of users with the campaign at a rate of 8% on all social networks. These objectives were estimated by evaluating the effectiveness of other real campaigns developed on networks.

Also, the long-term objective of the campaign was much more ambitious: through the widespread use of the *emoji* Rewind, as explained below, it was intended to have Facebook implement the symbol as a possible reaction to the comments, just as you can currently react with 'I like it', 'I enjoy', etc.

As for the target audience to which the campaign was intended, two interest groups were established: the haters who transmit their hatred online, and the silent majority who do not react to such hatred messages. The haters are people who keep a speech based on hatred on social networks. They obsessively and verbally attack specific individuals (to a large extent, public profiles), or collectives, in an extreme and aggressive manner, as a way to attract attention and make their messages more visible.

On many occasions, they are individuals involved with radical collectives or ideologies (Jablonska, 2016). They are a small group, but the one that produces more digital noise. They are characterized by a low cultural level, and a reduced emotional intelligence to manage situations, which causes the information they receive through the networks to be processed in an impulsive and unsound way.

This leads to simplistic comments that reduce the reality to the point of distorting it. The basic motivation of this type of individuals is a need to seek social attention and collective recognition, given the emotional deficiencies that this user profile tends to suffer from (Lampert, 2017).

The second audience at which the campaign was aimed is composed of the silent majority. According to Lampert (2017), they account for most of society –56%, adding the ‘convenience-oriented’ (10%), ‘social climbers’ (15%), ‘modern bourgeoisie’ (22%) and the postmaterialists (9%)–, and they are mostly young people aged 13 to 34 years. Psychographically, they are people with an interest in social media trends, although they are not usually great generators of content. They share those topics that may be related to their followers, in the search for recognition in the form of “I like it” and comments received. In fact, they reflect what they would like to become, not what they really are. Sometimes they share content they have not read entirely.

Much of this silent majority uses social networks without getting too involved in issues that can generate controversy. It is necessary that someone from their group has acted before to give their support to a certain cause. However, in everyday life, they have an individualistic nature and do show interest and empathy for the causes that affect the whole society and that they consider fair.

The audience and the object of the campaign having been established, work was started to determine the content and creativity strategies that could be followed. In this sense, a brainstorm meeting was held to see how to approach the problem. Thus, several ideas were detected on which to develop the campaign.

First, the idea that the digital environment includes the same people as the real and offline environment. This means that no one should make comments on the networks that he would never do face to face as he considers them offensive or violent. The damage on the networks is the same as in real life (and even higher, because of the impact on the number of users that it may have), and our personality on the network is an extension of what we have in the physical environment.

Secondly, we treated the idea of how to act in the face of hatred on the networks and how to avoid indifference in the majority response. In this sense, we decided that we had to find a way to stop hatred, without generating more offensive comments or damaging the hater, which would only continue the spiral of violence and the need of the hater to feel protected by the network.

With all this, the concept was reached: Rewind. Think twice before making a comment on the networks that you would not do in real life, be respectful in the way you express yourself. And if you see an offensive comment, react. Invite the person who has done it to rewind, rethink.

The use of the term in English was considered adequate because it is a sufficiently well-known, universal, and striking term for the client of the campaign, Facebook. This way, it could be extrapolated to all users of this or other social networks around the world.

Using the term rewind resulted from the facility to represent it graphically, being an emoticon that we can all use since it is found on the keyboards of our devices such as mobiles, tablets or computers. Thus, for the silent majority, without the need to denounce or confront a hatred comment on social networks, it would be very simple to simply comment with the *emoji* rewind.

Without investing a lot of time, or requiring a complaint, and with an obvious advantage: rewinding does not have a negative connotation as it would an 'I do not like it' or an 'I am angry', it simply invites you to rethink about what is written and to take another attitude. It is a second opportunity.

The use of the emoticon would therefore allow any user of the network to respond to a hatred comment and have one of the haters end up reacting, but also, it would have the objective of allowing social networks to detect those users that frequently received this *emoji* as a response, and perhaps with that, to identify people with radical ideologies or even belonging to radical groups.

Likewise, regarding the content strategy to let this possibility be known, to respond with the icon rewind to hatred comments on the network, a type of content was established for each of the social networks, and a tone of campaign, which should be casual and fun to connect with a young audience, but at the same time serious and credible.

The main social network around which the campaign was articulated was Facebook, although a specific strategy for Instagram and Twitter was also developed, and a more limited presence was maintained on YouTube, Whatsapp and Spotify. In addition to certain offline actions linked to events and conferences.

The content of the campaign was based on three strategic lines, each with a predetermined objective: corporate content, focused on the efficient communication of the initiative and the strengthening of the brand image Rewind; rational content, aimed at supporting the campaign with information that would make us see the importance and necessity of this initiative, and emotional content, used to attract users to our profiles, empathize with them and encourage them to act in the presence of hatred speech by feeling emotionally identified with the campaign.

Regarding the tone and creativity used on each network, Facebook was used to show creativities of the three types of content, and it served to achieve the reaching objective of the campaign, as it is the most widespread network. Instagram concentrated the more emotional communication aimed at fostering the feeling of belonging to the community (rewinders), through images with positive messages, and other photographs with stickers showing Rewind in different parts of the world.

Twitter was positioned as the network that made it possible to establish a conversation to activate the silent majority to act and interact with the haters, responding to their insults or irrational comments using our hashtag, the *emoji* and a rational argument that allowed haters to think about their comments.

4. Results

Regarding the evaluation of the campaign, success can be measured in qualitative and quantitative terms. In relation to the former, we must highlight the support for the campaign that led to its selection for both the European final and the world final. In Vienna, at the headquarters of OSCE, the Rewind campaign was proclaimed the European winner against the other two finalist projects that were defended (Masaryken University in the Czech Republic and Eberswalde University of Sustainable Development in Germany).

Likewise, the Rewind campaign was chosen as one of the four finalists worldwide among all participating universities in five continents. In its defense at the Facebook headquarters in Washington DC, Rewind was proclaimed third best campaign in the world, ahead of the Xavier University (Philippines) and behind the American University of Nigeria (Nigeria) and the University of Dhaka (Bangladesh)).

Likewise, the numerical data endorse the campaign. Facebook achieved more than three million hits, and more than a million were obtained on Instagram and Twitter. The impact on other media, both online and offline, amounts to more than twenty million people reached by the campaign.

Regarding the second objective, to answer more than five hundred hatred comments, that number was also far exceeded. And regarding the engagement of the users (calculated as the total organic interaction of each publication, its 'I like it', comments, click and how many times it was shared, divided by the number of unique users reached by it), the average has exceeded 8.30%, reaching peaks of up to 38.2%, so that the third objective has also been met as planned.

The repercussion on mass media demonstrates, without a doubt, the innovation of the project and that caught the attention of a multitude of media that echoed it and highlighted the participation of CEU San Pablo University.

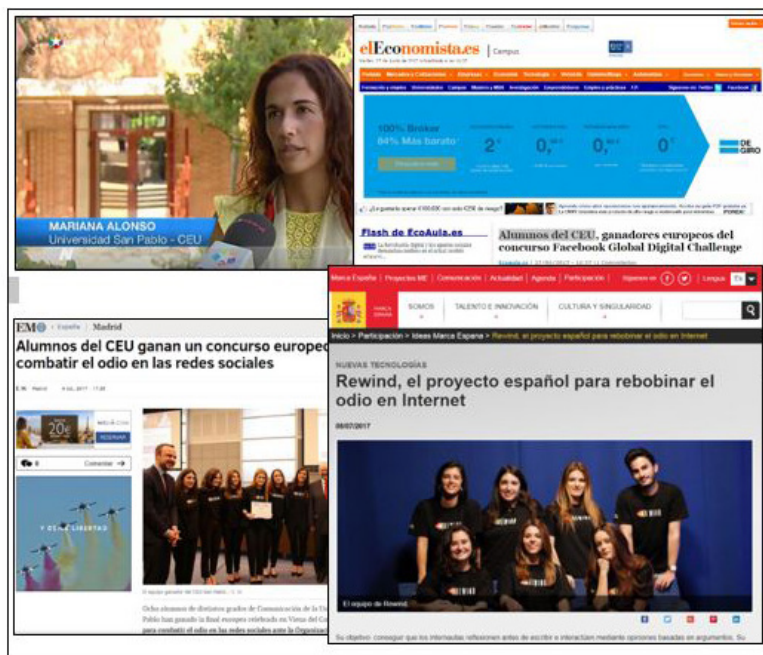


Image 1. Examples of the impact of CEU San Pablo University project on media for 'Peer to Peer Facebook Global Digital Challenge': Rewind. Source: Marca España, Telemadrid, El Economista, El Mundo and made by the authors.

A total of 47 impacts on the media were recorded, which were divided as follows:

- A mention in printed media:
 - Cinco Días (06/28/2017).
- Three mentions on television:
 - TV news in Telemadrid (05/07/2017).
 - News 2nd Edition in La 1 (23/07/2017).
 - News 2nd Edition in La 1 (06/09/2017).
- Six mentions on the radio:
 - Madrid news program in COPE channel (06/22/2017).
 - Las Mañanas in Radio Nacional de España (07/07/2017).
 - Madrid news program in Radio Nacional de España (07/10/2017).
 - Más de uno in Onda Cero (07/17/2017).
 - Weekend in COPE (07/23/2017).
 - La Cadiera in Aragón Radio (07/29/2017).
- Thirty-seven mentions in digital media:
 - ReasonWhy (05/15/2017).
 - El Mundo Innovadores (05/19/2017).
 - Toyoutome.es (05/22/2017).
 - Derecho en la Red (05/06/2017).
 - ElEconomista.es (06/27/2017).
 - ElMundo.es (04/07/2017).
 - WEB Planet (04/07/2017).
 - Marcaespana.es (05/07/2017).
 - LaRazón.es (05/07/2017).
 - TICpymes (05/07/2017).
 - El País.com (07/07/2017).
 - UltimaHoraPress (07/07/2017).
 - Inter Ads News (07/07/2017).
 - Tecnología al día (07/07/2017).
 - TitularesColombia.com (07/07/2017).
 - En2dos.com (07/07/2017).
 - UltimaHoraPress (07/07/2017).

- ABC (07/07/2017).
- Universal News (07/07/2017).
- ABC Sevilla (07/07/2017).
- General news (08/07/2017).
- Capital Madrid (07/10/2017).
- El Universal (07/14/2017).
- OPI (07/16/2017).
- Onda Cer(07/17/2017).
- EFE School (07/18/2017).
- Chaval.es (07/19/2017).
- Europa Press (07/21/2017).
- Cuatr(21/07/2017).
- DiariSiglXXI (07/21/2017).
- TelecincNews (21/07/2017).
- Bolsamanía (07/21/2017).
- elEconomista.es (07/21/2017).
- Madrid es Noticia (21/07/2017).
- Europa Press - EP Social (21/07/2017).
- Teinteresa.es (07/21/2017).
- El CorreDigital (03/09/2017).

Likewise, numerous prescribers joined the Rewind campaign, showing their support through different social media channels. Among the most outstanding:

- Jesús Álvarez (Spanish Television).
- Maxim Huerta (Telecinco, TVE ...)
- Pedro García Aguado (Hermano Mayor).
- José Antonio Piñero (Cadena SER).
- Charles Powell (Real Instituto Elcano).
- Fernando Cubillo (Guardia Civil).
- Miguel Núñez (Cadena SER).
- María Pampyn (Kolbe International School).
- Esteban Ibarra (Movement against intolerance).
- Aurora García (Kolbe International School).

- Antonio Miguel Carmona (PSOE Madrid).

Several influencers and corporate accounts also joined the campaign, the following stand out:

- ItsMixta: Youtuber with 129,000 subscribers on its channel and 276,000 followers on Instagram.
- Brioenfurecida: Instagrammer with 166,800 followers on its Facebook page and 46,000 fans on Instagram.
- Local Police of Murcia: 12,500 followers on Twitter.
- Women in equality: 7,600 followers on Facebook.
- Concepto05: 3,200 followers on Twitter.

'Peer to Peer Facebook Global Digital Challenge' was an innovative teaching initiative in terms of its approach to combat extremism on networks, both for its unique dynamics (a real experience of comprehensive campaign implementation, even with a budget), which replicates the circumstances of the professional environment, as well as its connection with the university world, which makes it possible to increase the diffusion and repercussion of the generated contents, promoting the social activism of young people.

The participation of CEU San Pablo University consisted of an interdisciplinary team of four professors and eight students from the field of Communication and Humanities, for the development of the Rewind campaign with a division of tasks analogous to that of a true communication agency. The transversality of the human team provoked a logical reaction in the form of a teaching methodology that shied away from standards to focus on innovation, creativity and the unbeatable patina that the concept of learning by doing causes.

The competences raised by the faculty were made explicit in an effective division of tasks among the eight participating students, according to their specialty. However, team spirit conditioned the whole strategy since there were no tight departments or competencies that could not be assumed by any member of the project, thanks to the training they received or had already received in the different grades of the Faculty of Humanities and Communication Sciences of CEU San Pablo University.

When analyzing the issue of hatred on social networks, it should be borne in mind that, only in Spain, more than 15 million users use social networks. Based on this information, it should be added that such networks are the platform chosen by a big part of the population to communicate their opinions and thoughts, without at times meditating on the damage that these messages can cause to others when comments do not start by respecting the other. Suffice it to consider some chilling data such as the influence of online harassment on the suicide rate among the young population, or the high percentage of comments that show sexist, racist or xenophobic attitudes.

Therefore, the Rewind campaign of capturing the silent majority that allows such behaviors, as well as the so-called haters that promote hatred speech, with the aim of achieving a change in attitude, in addition to identifying said haters to prevent possible actions derived from their radical and antisocial opinions.

With a content strategy aimed at raising awareness, informing and persuading for the identification of such behaviors, through the *emoji* rewind, a reach superior to twenty million users in the world was achieved, and a rate of engagement above eight. percent, as well as the support of influencers, media and authorities, who have supported the initiative.

The success of the campaign, therefore, can be measured in terms of audience and their interest for the action. But especially, it is good to assess their teaching effectiveness as it has been able to change a harmful discourse and avoid harm to many young people, such as considering the quality of this initiative for the training of students of Communication degrees, when facing a real work environment, with deadlines, budget and real briefing, make them learn 'doing' (the so-called learning by doing) and motivate them by measuring the communicative effectiveness of their decisions.

The awards obtained are only part of the satisfaction that professors have achieved with this exciting project because, as Jean Piaget (1968) said "the main goal of education should be to create men and women who are capable of doing new things, not simply repeat what other generations have done."

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