

"E-parenting +" through a Families School: Parental training from research

E-parenting +" a través de una Escuela de Familias: Formación parental como transferencia desde la investigación

"E-parenting +" através de uma Escola de Famílias: a formação parental como uma transferência da investigação

Antonia Ramírez-García Ph.D

*Director General of Permanent Education and Teaching Innovation and Full professor
(University of Cordoba)*

<http://orcid.org/0000-0001-7574-4854>

Spain

Ignacio Aguaded-Gómez Ph.D

*Professor
(University of Huelva)*

<http://orcid.org/0000-0002-0229-1118>

Spain

Reception date: 16 October 2019

Review date: 1 February 2020

Accepted date: 8 April 2020

Published: 1 July 2020

To cite this article: Ramírez-García, A. & Aguaded-Gómez, I. (2020). "E-parenting +" through a Family School: Parental training from research studies, *Icono 14, 18* (2), 353-377. doi: 10.7195/ri14.v18i2.1458

Abstract

The society of the 21st century is characterized by a proliferation of technology and mobile devices. The family, as a social institution, is not exempt from coexistence with these screens and the home becomes a scenario in which family relations begin to be conditioned by the management of these devices and access to the Internet through them. Documentary research forms the basis of this work and bibliographic design forms the basis of the documentary review. The instrument used was an analysis guide ad hoc. A formative proposal for families is presented through an online Family School, framed in the principles of Educational Guidance (prevention, development and social intervention), capable of developing positive parental competencies through a methodology based on the experiential learning of parents or the creation of a personal learning environment, among other aspects. The evaluation of this School of Families is situated within the frame of reference of an evaluative process centred on evidence. In conclusion, the training of families on the management of mobile devices in the home is not only a necessity, but also a social requirement.

Key Words: *Family schools; Positive parenting; Mobile devices; Training; Educational guidance; Media literacy*

Resumen

La sociedad del siglo XXI se caracteriza por una proliferación de la tecnología y los dispositivos móviles. La familia, como institución social que es, no se encuentra exenta de la convivencia con estas pantallas y el hogar se convierte en un escenario en el que las relaciones familiares empiezan a estar condicionadas por la gestión que se realiza de estos dispositivos y el acceso a Internet a través de los mismos. La investigación documental conforma la base de este trabajo y el diseño bibliográfico el soporte de la revisión documental. El instrumento utilizado fue una guía de análisis elaborada ad hoc. Se presenta una propuesta formativa de las familias a través de una Escuela de Familias online, enmarcada en los principios propios de la Orientación Educativa (prevención, desarrollo e intervención social), capaz de desarrollar competencias parentales positivas mediante una metodología basada en el aprendizaje experiencial de los progenitores o la creación de un entorno personal

de aprendizaje, entre otros aspectos. La evaluación de esta Escuela de Familias se sitúa en el marco de referencia de un proceso evaluativo centrado en evidencias. En conclusión, la formación de las familias sobre la gestión de los dispositivos móviles en el hogar no es solo una necesidad, sino también una exigencia social.

Palabras clave: *Escuelas de familias; Parentalidad positiva; Dispositivos móviles; Formación; Orientación educativa; Alfabetización mediática*

Resumo

A sociedade do século XXI é caracterizada por uma proliferação de tecnologia e dispositivos móveis. A família, como instituição social, não está isenta da convivência com essas telas e o lar torna-se um cenário em que as relações familiares passam a ser condicionadas pela gestão desses dispositivos e pelo acesso à Internet através deles. A pesquisa documental constitui a base deste trabalho e o desenho bibliográfico constitui a base da revisão documental. O instrumento utilizado foi um guia de análise ad hoc. Uma proposta formativa para as famílias é apresentada através de uma Escola Familiar online, enquadrada nos princípios da Orientação Educativa (prevenção, desenvolvimento e intervenção social), capaz de desenvolver competências parentais positivas através de uma metodologia baseada na aprendizagem experiencial dos pais ou na criação de um ambiente de aprendizagem pessoal, entre outros aspectos. A avaliação desta Escola de Famílias situa-se no quadro de referência de um processo avaliativo centrado na evidência.

Palavras chave: *Escolas familiares; Parentalidade positiva; Dispositivos móveis; Treinamento; Orientação educacional; Alfabetização midiática*

1. Introduction

The family, as a social structure, is continuously facing changes in different areas: its own definition, new family arrangements that result in structural and organizational transformations, and as stated by Pérez-Bóveda & Yániz (2015, p. 6), "in the subject matter and problems it has to face in order to achieve its educational functions in the care, support and companionship of its members".

MONOGRAPH

A new problem that has emerged under the auspices of technological development is the addition of mobile devices to family life. The study by Carvalho, Francisco & Revals (2015) indicates that the digital devices provoke qualitative changes in the functioning of the family, creating new contexts of interaction and re-organizing patterns of relationships between its members.

At the same time that families allow their children to use smartphones and tablets in different situations (Oduor et al., 2016; Radesky et al., 2014b; Radesky, Peacock-Chambers, Zuckerman, & Silverstein, 2016; Wartella, Rideout, Lauricella, & Connell, 2013; Spada, 2014), parents also use them in their presence due to matters related to work, entertainment or without reason, putting their children in danger (Hiniker, Schoenebeck, & Kientz 2015; Moser et al., 2016; Oduor et al., 2016; Radesky et al., 2014a), or simply serving as models to be emulated.

Also, many families have demonstrated their worry with: 1) the risks that exist in the Internet when using mobile devices, such as access by pedophiles and abuse of minors (Catalina, López de Ayala, & García, 2014; Garmendia, Garitaonandia, Martínez & Casado, 2011; Livingstone, Haddon, Görzig, & Olafsson, 2010), cyberbullying (Del-Rey, Mora-Merchán, Casas, Ortega-Ruiz, & Elipe, 2018), grooming, sexting, mass reception of all types of advertisement (García & Monferrer, 2009), invasion of privacy (Haddon & Vicent, 2015; Ling & Chen, 2016; Udoh & Alkharashi, 2017); 2) the excessive use of these devices (Bodford, Kwan, & Sobota, 2017; Carbonell, Fuster, Chamarro, & Oberts, 2012; Haddon & Vicent, 2015; Elhai, Levine, Dvorak, & Hall, 2017; López-Fernández, 2017; López-Pérez, 2017), 3) the lack of knowledge about the contents consumed by the children and 4) due to their own technological inability to educate them (González-Fernández, Ramírez-García, & Aguaded, 2019).

This is why families turn to education centers, on the one hand so that their children receive information and so that the responsibility of guaranteeing an adequate media literacy falls onto the school institutions; and on the other, to discuss with the tutor that they do not know how to guide their children on the proper use of mobile devices.

Families need something or someone to refer to in light of this new situation. In this sense, there are previous records related to the training of parents through programs linked to social institutions: ECCA Parent School, Learning in everyday life (Máiquez, Rodrigo, Capote, & Vermaes, 2000), Development of emotional, educational and parental competencies (Martínez, 2009), EDUCA program. Parent school. Positive education to teach your children (Díaz-Sibaja, Comeche, & Díaz, 2009), Educating as a family (Martínez, 2011), ROMA project (Soler, Gómez, & Sánchez, 2018) and Positive Education (Torres, Suárez, & Rodrigo, 2014), among others.

The Spanish education guidelines address family guidance for cooperation in the learning process of their children (article 91 of the LOE, 2006, modified by Organic Law 8/2013, from December 9th, on the Improvement of Educational Quality), and entrusts the tutors to maintain a permanent relationship with the parents and facilitate the educational cooperation between the teachers and the student's parents, including electronic tutorship to exchange information related to the academic changes of their children.

Thus, within the framework of Education Guidelines, providing attention to families is logical, especially through family guidance, defined as a process of helping the different members of the family in the different stages of its lifecycle (Fernández-Hawrylak, 2002). According to Ríos (1994), family guidance can be structured in three levels: 1) preventive: educational in character, its aim is the training of the parents and the children; 2) compensatory: advice at every stage of the family life cycle; 3) therapeutic: its objective is to propose new family dynamics.

In the area of education, the Parent Schools, also known as Family Schools, have been utilized as an instrument for the training and guiding of families about different topics and subjects. According to Cano & Casado (2015: 17), these can be defined as: "spaces for family training that abide to a common project, whose aim is shaped by the acquisition and development of a series of proposals, mainly preventive in character, with the aim of highlighting and supporting the role parents must play in the educational development of their children as related to the school center".

Nevertheless, its voluntary character, the need to "recruit" parents who want to attend (if the initiative has started in the education center itself, and not from the

families), the face-to-face nature of the sessions established with fixed schedules, and the academic character prioritized in many of these schools, have resulted in the decrease of these schools and their stability through time.

All of these reasons invite us to reconsider parent training. If we find ourselves in the so-called Information and Communication Society, why not provide training to the families through the same means utilized by them to communicate with their families and/or friends, to send electronic emails, to listen to music, watch videos or play?

The advantages of an online family school are mainly focused on the access of families to the resources anywhere and anytime, as well as through any electronic device. This flexibility in time and space will help the parents with the development of a training process that is removed from the constriction of traditional face-to-face methods.

Some examples of initiatives that have backed the use of multimedia technologies and the Internet as the means of learning are those by Daneback & Plantin (2008), Plantin & Daneback (2009), Torres, Suárez, & Rodrigo (2014), Torres et al. (2015) and Triana (2018).

Therefore, the objective of the present work is centered on proposing training activities for positive parenting in the management of mobile devices at home through a Family School. The design of this proposal is substantiated in the analysis of different programs based on positive parenting, utilizing a methodology of qualitative research, as well as empirical evidence gathered throughout three years of work in a R&D project.

2. Method

The methodology followed to scientifically substantiate the parent training proposal based on an online family school was based on documentary research, in agreement with the concept by Arias (2012) and a bibliographic design proposed by Palella & Martins (2010).

To obtain the data that would allow us to perform the training proposal, a documentary analysis guide was created, comprised of three phases:

Design phase: an analysis guide was created taking into account the indicators utilized by Esteban & Firbank (2019) for the description of positive parenting programs in Quebec (Canada), those contributed by Jiménez & Hidalgo (2016) for adding practices based on evidence from working with the families, the core areas established by European recommendations, as well as the results from the R&D project and the analysis of the content of positive parenting programs in different settings and training programs, as none were available that specifically focused on mobile devices (see Annex 1).

Validation phase: the analysis guide was validated by a group of experts on media education, education guidance and qualitative methods. The validation process was performed in agreement with that established in the *Standards for educational and psychological testing* (AERA, APA, & NCME, 2014), and utilizing the inter-judge agreement coefficient to determine evidence of validity based on the content.

Administration phase: Once the documents were selected from the WOS, Scopus and Dialnet databases, the analysis guide was applied to said documents. The analysis guide was applied to a total of 17 documents, and these were: ECCA Parent School; Learning in everyday life; Development of emotional, education and parental competencies; EDUCA program; Parent School. Positive education to teach your children; Educating as a family; ROMA project; Positive education (online); In-house program. Growing up happy as a family. Program of psychoeducational support to promote child development (Castille and Leon); Program of comprehensive support for families. Professional and family dossier (Cantabria); Program of parent training and support; Learning together, growing up in family; Program of Advocacy of Positive Parenting in the Polígono Sur (5P's) Seville); Program Apego; and Program of Family Training and Support (FAF).

For the treatment of data, the program Atlas.ti v 6.2 and a spreadsheet were utilized.

The results obtained in this documentary analysis demonstrated the weaknesses and strengths of the different programs studied and allowed for the construction of the training proposal which is presented below.

3. Development

The proposal presented is the creation of an online Family School that allows the development of positive parenting (*e-parenting* +) as related to the management of the mobile devices at home.

The paradigm of intervention

We find ourselves in the first stage of family guidance, linked to the principles of prevention and development, as the starting point of the intervention is the diagnosis of the parent's abilities and potential in order to further develop and increase them. In this sense, the processing model of human validation of Satir (2005) should be included, as the training and development of the new generations is the responsibility of the families, but not from a model that prioritizes warnings and rewards, but from a model where family communication is imperative, just as the personal growth of each member and the guidelines constructed and respected by all.

The principle of social intervention is also present, as the participation of other institutions is necessary. An area that could be worked on and shared between diverse guidance structures, and that could exist in the local context including school centers, is lifelong guidance, found within the framework of European policies (European Lifelong Guidance Policy Network, ELPGN, 2011).

In this sense, Ramos & Manzanares (2012) affirm that the local context is the ideal framework for assessing the real possibilities of an action coordinated by the different entities. Within it, the systematic and preventive character of the guidance is more visible and useful for addressing complex situations that can only be properly catered to if they are considered as a global strategy for the district, sector or municipality. Thus, the creation of a stable collaboration with the social, educational and labor resources from the surrounding area is more feasible, to be able to develop

programs that are systematic, continuous and that have an impact on matters such as the placement of online game rooms, the advertisement that is distributed in the neighborhood or alternative entertainment proposals for the children.

In this comprehensive system of guidance, information should be considered as a fundamental piece within it, as it has to create order and have the power to transform itself in material that is useful for providing guidance.

Methodology

An academic-type methodology where the parents become students in a formal scenario to learn concepts is not the favorable for achieving the guidance principles. Likewise, a technical method should not be regarded, as the parents will only learn techniques and procedures to modify the behavior of the children.

The families should feel as the protagonists of their education task, able to reach positive parental competencies. For this, we believe that the most adequate methodology is one that nurtures experiential learning. As Torío, Peña & García-Pérez (2015) state, this type of learning makes possible reflection, personal analysis, the recognition of determined educational practices and the consequences they entail, as well as the verbalization of the objectives of personal change, among other things. For Rodrigo & Palacios (1998), this experiential learning should start with the use of situations of a family's everyday life, transforming them into educational situations, which allow the parents to contrast their own ideas and focus on changing their behavior.

Prior successful precedents in the use of experiential learning with parents are those by authors such as Maíquez, Rodrigo, Capote, & Vermaes (2000); Maíquez, Blanco-Villaseñor, Rodrigo, & Vermaes (2000); Maganto & Bartau (2004); Martínez (2009); Orte, Ballester, & March (2013); Rodrigo et al. (2010a, 2010b); Rodrigo, Martín, Cabrera, & Maíquez (2009); Torío et al. (2013); Torío, Peña, & García-Pérez (2015) and Triana (2018).

Together with experiential learning, Pérez-Bóveda & Yániz (2015) advise utilizing a *Life-Long Learning* methodology, as the challenges in the parenting stage

MONOGRAPH

are addressed by training programs for mothers and fathers within this framework, with the participation of professionals from the social area as well as the educational one (Ferrer 2010; García, Díaz, Peral, & Serdio, 2004; Negreiros, 2013, Máiquez, Rodríguez, & Rodrigo, 2004; Sarrate & Pérez, 2005; Simón & Triana, 2004).

Likewise, the on-line methodology in the Family School is planned from a perspective of the *Personal Learning Environment*, an environment that allows the parents to have available a set of elements –sources of information, resources and activities- for developing significant learning. This personal environment will be the starting point for the creation of a *Personal Learning Network* which includes a series of tools, mental processes and activities that make possible the sharing, reflecting, discussion and reconstruction of knowledge with the other parents.

One last aspect that will be taken into account in the methodology used in the sessions will be gamification (Ferrerira & Lacerda, 2018; Maldonado, 2018).

Structure of the sessions

Although the methodological proposal is framed within experiential learning and not in an academics, the different interventions that will be developed should be systematized. For this, the following work scheme is proposed for each session, although depending on the nature of each session, the structure can be modified.

1. Title of the session: short and direct, which clarifies the subject that will be worked on in that session.
2. Objectives to be reached: with the family, with the children, with the partner, etc.
3. Parental competencies that will be developed throughout the session.
4. Description of the tasks proposed and strategies that will be put into play, providing answers to: for What? Who? How? When? or Where?
5. Assessment of the session and self-evaluation of the objectives achieved or not.
6. Monitoring of the implementation of what was agreed upon in the session.

Energizing the sessions

In order for the sessions to be more effective and to maintain the interest of the families in continuing with one more session, the strategies proposed are the following:

1. Start of the session with an *image* or *short video* lasting no more than three minutes, related to the subject and a related question. These videos or images will show positive aspects and risks of the mobile devices. After viewing the video, the parents have to state their position in writing.
2. The position of the families will be mirrored in an online *personal diary* which will store the evolution of the approaches.
3. On the *message board*, *post-its* with information and with guidance for the families about a specific family problem, related with the video or the image will be posted.
4. In the *repository*, the families will have available material to broaden their knowledge: written documents, audios, videos, links to blogs, institutional webpages or private webpages, etc.
5. In the *diagnosis room*, the participating families will become aware about a specific family problem and will detect if it is produced in their home, and for this, a virtual SWOT (Strengths, Weaknesses, Opportunities and Threats) matrix will be used.
6. In the *cafeteria* or chat, the families will present the conclusions they have reached and will share their experiences, at the beginning, during or at the end of each session.
7. In the personal diary, a space is reserved for the *commitments* acquired by the parents which will be put into practice when they see fit.
8. During this time of work at home, *attention alerts* would be activated with the most important aspects of the session as a reminder.
9. During the session time, the *challenges* chosen by the family are shown. Beating the challenge would imply winning of a badge or *reward* which could be exchanged for clues for solving a mystery formulated in the Family School.

MONOGRAPH

10. The challenges can be proposed by the families themselves or the person who coordinates the Family School. One of the challenges could be the development of a *research project on everyday life*, and the family would have to plan how to solve it between all the members who live together at the home.
11. Lastly, in the personal diary, a space will be reserved for a final reflection about the tasks proposed and about their initial position. This initial position will only be able to be observed when the final assessment is completed. In this way, the families will be able to verify changes in their initial approaches.
12. The session would end with a final evaluation about the session by the participating parents.

The subjects of the sessions

The development of positive parenting related to the management of mobile devices would address many different pillars that the Recommendations of the Committee of Ministers of the European Union (2006, 2011) have established as basic for the development of positive parenting and that Ramírez-García, Salcines-Taliedo, & González-Fernández (2018) have materialized for this subject.

Pillar 1. Care and protection of children: creation of an affective environment at home that facilitates the children approaching their parents for any problem.

The sessions would revolve around:

1. Decrease of the parental distraction due to their own use of mobile devices: in vehicles, children's playgrounds, while feeding the children or at home when playing with the children.
2. Equilibrated use of mobile devices as a safety element for parents. In moments of independence of the child, the parents feel confident if their children have a mobile device with them, for example, but can also exert an extreme control on them through the devices themselves.

3. Reduction of children vulnerability: analysis of the conditions and places of access of the children to the Internet and a mobile device, recommendations to the children about the contacts they add to their devices, use of pseudonyms for not creating a digital identity, elimination of advertising messages, distribution of images, the right of privacy of others, etc.

Pillar 2. Structure and guidance: to provide the child with stability, consistency, order, predictability at the same time as flexibility. The possible subjects would be focused on:

1. Parental control: due to the parents being legally responsible for their children's actions when they use a mobile device. This is the reason why everyday situations should be considered, such as the use of mobile data in accordance to the age of the child, the knowledge of passwords by the family, how the periodic supervision of the device will be handled, or the activation of parental controls in specific webpages.
2. Guidelines for the use of a mobile device for all the members of the family: safekeeping of the mobile devices, nighttime turning off of the WiFi, agreement and respect of family time free of mobile devices or the use of mobile devices in front of other people (phubbing), signing of contract for the use of a mobile device by the children and parents, etc.
3. Loosening of use guidelines: when and which moments is it convenient for the parents to show a more lax behavior on the use of mobile devices.
4. Family communication: use of mobile devices to increase family communication, manage and synchronize the schedules of the members of the family, for example, through Google calendar.
5. Entertainment and digital entertainment: search for alternatives for the entertainment of children and families. In this sense, the local context plays a very important role, because depending on the equipment of the place, and the entertainment and culture offerings proposed by different institutions, the family will see its work in this field taken care of. The extracurricular activities in the education centers are also a starting point for alternative activities: sports, reading clubs, chess, arts or robotics.

MONOGRAPH

Pillar 3. Recognition: alludes to the need of the children to be considered as a person who sees, speaks, listens to or interacts and needs to be recognized as such. The subjects of the sessions would address aspects such as:

1. Awareness of the parents about the demands for attention of the children. In this case, it is important for the parents to recognize the moment in time and places in which they stop paying attention to their children and start paying attention to the electronic devices (restaurants, waiting rooms in health centers, on the street, etc.). This does not only imply a danger to the physical or emotional integrity of the children, but also the parents become models that the children will later emulate.
2. Digital identity: the parents should be conscious that they tend to create a digital identity of their children through Facebook, WhatsApp or Instagram, which will accompany them for the rest of their lives. On the other hand, the digital identity itself created by the child will be addressed, as well as the social acceptance it entails, a source of self-esteem problems, especially in adolescence.

Pillar 4. Training. This pillar is focused on the development of the child's competencies and trust on himself/herself, so that the sessions in the Family School could be centered on the usefulness of the mobile devices in the case of spousal separation of the parents, in the assistance in the process of interdependence of the adolescents or the educational applications of these devices, that complement the educational action of the families.

The protagonists

When responding to the principle of social intervention, the Family School must have the collaboration from different entities. Although the initiative could begin in the education centers, the confluence of more institutions is necessary, even the University could play an important role in the training of families, as shown by a project from Costa Rica (Villarreal, Villalobos, & Villanueva, 2014).

The Education Guidance Teams, the Social Services, the Health Services, the City Halls and Councils, different social collectives, NGOs, etc., could participate in its construction and management.

Evidently, the protagonists of the Family School are families who need guidance on their parental functions.

It would also be convenient that the children themselves form part of it, as their viewpoints would facilitate the training of their parents. At the education centers, through subjects linked to the development of technological competence and media literacy, they can create resources that help their parents, at the same time reflecting about their own behaviors related to mobile devices.

The evaluation

In Spain, although the trend towards evaluation based on evidence of the parent training programs is very recent (*Strengthening Family Program* y *Systematic Training for Effective Parenting* are some examples), it is necessary that the development of this Family School considers an evaluation of its actions based on evidence that guarantees its functionality.

The starting point of this evaluation is a solid theoretical foundation, underlined at the beginning of the present work, but the implementation of the Family School is necessary to verify its effectiveness and to standardize its functioning.

4. Conclusions

The needs for parent training in different areas –feeding, hygiene and the child's rest, the development of emotional and educational competencies, positive education for teaching their children, etc.–, is a fact that has been demonstrated in different studies (Díaz-Sibaja, Comeche, & Díaz, 2009; Máiquez, Rodrigo, Capote, & Vermaes, 2000; Martínez, 2009, 2011; Soler, Gómez, & Sánchez, 2018; Torres, Suárez & Rodrigo, 2014), but especially related to the management of the use of mobile devices in the home, by them and their children. As expressed by Fernández-Montalvo, Peñalva, & Irazabal (2015), the imbalances produced within families due to the presence of mobile devices in everyday life are provoked by a lack of information and training of the parents on the digital world.

MONOGRAPH

Likewise, the worry of the families is a reality, due to the high risks the children face when using a *Smartphone* with an Internet connection, due to their excessive use, the lack of knowledge of the contents consumed, and by the lack of capacity of educating them, as shown in the numerous research studies cited in the introduction of the present work. However, this worry is not accompanied by a family initiative to solve it, especially through training activities.

To all of this, we should add the community and international demands for developing positive parenting in families (European Council, 2011; OCDE, 2011), which responds to the needs of protecting and recognizing the children.

Therefore, the need for training, the family's worry about the digitalization of their homes and the demands for training for positive parenting converge in the need for educational guidance of families through training activities.

The training mode could raise diverse doubts, especially due to the characteristics of current society –lack of time, long working hours, conciliation of work life and family life, importance of entertainment and free time, etc.–. In this sense, online training would completely adapt to the new social relations established between individuals for the development of positive parenting using systematized training through a Family School.

This training proposal, therefore, should be planned with scientific rigor and be based on the strengths evidenced in different programs, at the same time reducing or eliminating the weaknesses detected.

The “e-parenting +” proposal, through a Family School, responds to these criteria of quality, as is supported by a highly contemporary paradigm of intervention that is recognized by the scientific community in the framework of Family Guidance, the ecological-systematic paradigm (Domínguez, 2010). It follows a methodology of action that is experiential, and that is considered the most adequate for addressing systematic work with families (Torío, Peña, & García-Pérez, 2015), and which has been previously implemented in different programs (Maíquez, Rodrigo, Capote, & Vermaes, 2000; Triana, 2018, among others). This proposal considers a framework of reference such as *Life*

Long Learning (Negreiros, 2013); its online methodology allows the construction of a *Personal Learning Environment* and a *Personal Learning Network*, providing an answer to the individual and social needs of the families; and the use of gamification, on its part, provides it with a component of entertainment that deems it more attractive. As for the subject matter of the sessions, these respond to the Recommendations of the Committee of Ministers of the European Union (2006, 2011), and have been adapted to the area of mobile devices (Ramírez-García, Salcines-Talledo, & González-Fernández, 2018). Lastly, the assessment of the training program through empirical evidence should be highlighted, as advised by the European Commission.

Ultimately, this proposal responds to a series of indicators of success shown by different training programs in areas different from the one we are addressing. In the case of positive parenting linked to the management of mobile devices at home, a specific program has not been developed yet, and the implementation of this proposal will allow us to obtain clear evidence on its ideal nature within a real-life context. The funding of this experience will be one of the limitations we will have to face. However, we are convinced that initiatives such as this one should be started in order to provide a response to the demands of digital society and families.

Funding Sources

This project is framed within 'Alfamed' (Euro-American researcher network), with the support from the R&D project "Youtubers and Instagrammers: media competency of emerging prosumers" (RTI2018-093303-B-I00), funded by the State Research Agency from the Ministry of Science, Innovation and Universities of Spain and the European Regional Development Funds (ERDF). As well as from the coordinated R&D project "Media competencies of citizens in emerging media (Smartphones and Tablets): innovative practices and edu-communicative strategies in multiple contexts" (EDU2015-64015-C3-1-R) (MINECO) and the "Media Education Network" from the State Scientific-Technical Research Program of Excellence, State Subprogram of Generation of Knowledge (EDU2016-81772-REDT).

This work is conducted within the framework of 'Alfamed' (Euro-American Network of Researchers), with the support of the R+D Project "YOUTUBERS AND INS-

TAGRAMMERS: MEDIA COMPETENCE IN EMERGING PROSUMERS" (RTI2018-093303-B-I00), financed by the State Research Agency of the Spanish Ministry of Science, Innovation and Universities and the European Regional Development Fund (ERDF).

Acknowledgments

We give our thanks to the following Parent Associations: CEIP La Almadraba (Alicante), Los Pinos de Huerca (CEIP Clara Campoamor, Almería), Asociación CEIP Santa María Coronada, Badajoz), EscolaItaca (Barcelona), Pere Vila (Barcelona), Paulo Freire (Burgos), Instituto Conde Diego Porcelos (Burgos), Cecilio Muñoz Fillol del IES Francisco Nieva (Ciudad Real), Juan de la Cosa (CEIP Prácticas, Huelva), CEIP Sancho Ramírez (Huesca), Gonzalo de Berceo (La Rioja), IES Escultor Daniel (Logroño), Carlos V (Madrid), Colegio Artica (Madrid), Colegio Enriqueta Aymer Sagrados Corazones (Madrid), Mijas Pueblo (IES Villa de Mijas, Málaga), Colegio Maestro Ávila (Salamanca), IES Cabrera Pinto (La Laguna, Tenerife), CEIP Narciso Brito (Santa Cruz de Tenerife), Zipifamiliak (Colegio Zipiriñe, Vizcaya), Los Ibones (Colegio Miralbuena, Zaragoza), la Almadraba, EGIBIDE and all of the rest who did not write their name down in the survey conducted.

Referencias

- AERA, APA, & NCME (Eds.) (2014). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- Arias, F. (2012). *El proyecto de investigación: Introducción a la investigación científica*. Caracas: Episteme. <https://bit.ly/2pdpHkd>
- Bodford, J.E., Kwan, V.S.Y., & Sobota, D.S. (2017). Fatal attractions: attachment to smartphones predicts anthropomorphic beliefs and dangerous behaviors. *Cyberpsychology, Behavior, and Social Networking*, 20(5), 320-326. doi: <https://doi.org/10.1089/cyber.2016.0500>
- Cano, R., & Casado, M. (2015). Escuela y familia. Dos pilares fundamentales para unas buenas prácticas de orientación educativa a través de las escuelas de padres. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 18(2), 15-27. doi: <https://doi.org/10.6018/reifop.18.2.219491>
- Carbonell, X., Fúster, H., Chamarro, A., & Oberst, U. (2012). Adicción a Internet

- y móvil: una revisión de estudios empíricos españoles. *Papeles del Psicólogo*, 33(2), 82-89. <https://bit.ly/2IYQI2o>
- Carvalho, J., Francisco, R., & Revals, A.P. (2015). Family Functioning and information and Communication technologies: how do they relate? a literature review. *Computers in Human Behavior*, 45, 99-108. doi: <https://doi.org/10.1016/j.chb.2014.11.037>
- Catalina, B., López-de-Ayala, M.C., & García, A. (2014). Los riesgos de los adolescentes en Internet: los menores como actores y víctimas de los peligros de Internet. *Revista Latina de Comunicación Social*, 69, 462-485. doi: <https://doi.org/10.4185/RLCS-2014-1020>
- Daneback, K., & Platin, L. (2008). Research on Parenthood and the Internet: themes and trends. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 2. <https://bit.ly/2VtAjMW>
- Del-Rey, R., Mora-Merchán, J.A., Casas, J.A., Ortega-Ruiz, R., & Elipe, P. (2018). Programa "Asegúrate": Efectos en ciberagresión y sus factores de riesgo. *Comunicar*, 56, 39-48. doi: <https://doi.org/10.3916/C56-2018-04>
- Díaz-Sibaja, M.A., Comeche, M.I., & Díaz, M.I. (2009). Programa EDUCA. Escuelas de padres para el tratamiento de trastornos del comportamiento perturbador. *Apuntes de Psicología*, 23, 243-258. <https://bit.ly/33RAnYS>
- Díaz-Sibaja, M.A., Trujillo, A., Perís-Mencheta, L., & Pérez-Portas, L. (2008). Tratamiento de los problemas de conducta mediante un programa protocolizado de Escuela de Padres. *Revista de Psiquiatría y Psicología del Niño y del Adolescente*, 8(1), 12-20. <https://bit.ly/2Uq2H2Z>
- Domínguez, S. (2010). La Educación, cosa de dos: La escuela y la familia. Temas para la Educación. *Revista digital para profesionales de la enseñanza*, 8. Recuperado de <https://bit.ly/1z7R3GM>
- European Council (2006). Recomendación Rec (2006)19 del Comité de Ministros a los Estados Miembros sobre políticas de apoyo a la parentalidad positiva. <https://goo.gl/2BZ04c>
- European Council (2011). Recommendation CM/Rec 12 of the Committee of Ministers to member states on children's rights and social services friendly to children and families. <https://goo.gl/1XNbRn>
- European Lifelong Guidance Policy Network (ELGPN) (2011). *Políticas de orientación a lo largo de la vida: Una tarea en marcha. Informe sobre el trabajo de la Red*

MONOGRAPH

- Europea sobre políticas de orientación a lo largo de la vida*. Madrid: Ministerio de Educación. <https://goo.gl/oTVafr>
- Elhai, J.D., Levine, J.C., Dvorak, R.D., & Hall, B.J. (2017). Non-social features of Smartphone use are most related to depression, anxiety and problematic Smartphone use. *Computers in Human Behavior*, 69, 75-82. doi: 10.1016/j.chb.2016.12.023
- Esteban, E., & Firbank, O. (2019). Parentalidad positiva, riesgo e intervención: un análisis de los dispositivos de apoyo vigentes en Québec. *Cuadernos de Trabajo Social*, 3(1), 99-111. Doi: <https://doi.org/10.5209/CUTS.56715>
- Fernández-Hawrylak, M. (2002). La orientación familiar. *Tabanque: Revista Pedagógica*, 16, 217- 235.
- Fernández-Montalvo, J., Peñalva, A., & Irazabal, I. (2015). Hábitos de uso y conductas de riesgo en Internet en la preadolescencia. *Comunicar*, 44, 113-120. doi: <https://doi.org/10.3916/C44-2015-12>.
- Ferrerira, S., & Lacerda, G. (2018). Gamificación como estrategia didáctica. Aplicación a la formación del profesor. *Tendencias Pedagógicas*, 31, 113-126. <https://bit.ly/2L8MILC>
- Ferrer, M. (2010). Los programas de intervención familiar y de apoyo a la parentalidad. *Indivisa. Boletín de Estudios e Investigación*, 11, 39-56.
- García, M.J., Díaz, B., Peral, M.E., & Serdio, C. (2004). La educación de adultos en el marco universitario: los planes de formación de padres. *Revista Galego-Portuguesa de Psicología e Educación*, 9(11), 59-71.
- García, M.C., & Monferrer, J. (2009). Propuesta de análisis teórico sobre el uso del teléfono móvil en adolescentes. *Comunicar*, 33, 83-92.
- Garmendia, M., Garitaonandia, C., Martínez, G., & Casado, M. (2011). *Riesgos y seguridad en Internet: Los menores españoles en el contexto europeo*. Bilbao: Universidad del País Vasco.
- González-Fernández, N., Ramírez-García, A., & Aguaded, I. (2019). Alfabetización mediática en escenarios familiares. Diagnóstico, necesidades y propuesta formativa. *Education in the Knowledge Society*, 20, 1-13. doi: https://doi.org/10.14201/eks2019_20_a11
- Haddon L., & Vincent J. (2015). *UK Children's Experience of Smartphones and Tablets: Perspectives from Children, Parents and Teachers*, LSE. London: Net Children Go Mobile.

- Hiniker, A., Schoenebeck, S.Y., & Kientz, J.A. (2015). Not at the dinner table: Parents' and children's perspectives on family technology rules. En *Proceedings of the 19th ACM conference on computer-supported cooperative work & social computing* (pp. 1376-1389). doi: <https://doi.org/10.1145/281804.28199940>.
- Jiménez, L., & Hidalgo, M^a. V. (2016). La incorporación de prácticas basadas en evidencias en el trabajo con familias: los programas de promoción de parentalidad positiva. *Apuntes de Psicología*, 34(2-3), 91-100. <https://bit.ly/2B1tuXl>
- Ley Orgánica 8/2013, de 9 de diciembre, de Mejora de la Calidad Educativa (*Boletín Oficial del Estado*, número 295, de 10 de diciembre de 2013).
- Ling, H.T., & Chen, H.J. (2016). Relationships Between Parental Internet Intervention, School Engagement, and Risky Online Behaviors Among Adolescents: The Moderating Role of Family. *Journal of Research in Education Sciences*, 61(4), 205-242. doi: [https://doi.org/10.6209/JORIES.2016.61\(4\).08](https://doi.org/10.6209/JORIES.2016.61(4).08)
- Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2010). Risks and safety for children on the Internet: The UK report. *Politics*, 6, 1.
- López-Fernández, O. (2017). Short version of the Smartphone addiction scale adapted to Spanish and French: Towards a cross-cultural research in problematic mobile phone use. *Addictive Behaviors*, 64, 275-280. doi: <https://doi.org/10.1016/j.addbeh.2015.11.013>
- López-Pérez, P.M. (2017). Integrar eficazmente las nuevas tecnologías para evitar los riesgos que entraña el abuso de las redes sociales virtuales. *Revista extremeña de Ciencias Sociales*, 9, 68-75. <https://bit.ly/2Vshlq0>
- Maganto, J.M., & Bartau, I. (2004). *Corresponsabilidad familiar. Fomentar la cooperación y responsabilidad de los hijos*. Madrid: Pirámide.
- Máiquez, M.L., Blanco-Villaseñor, A., Rodrigo, M.J., & Vermaes, I.P.R. (2000). La evaluación de la eficiencia en la intervención familiar: generalizabilidad y optimización del Programa Experiencial para Padres. *Psicothema*, 12 (4), 533-542.
- Máiquez, M.L., Rodrigo, M.J., Capote, C., & Vermaes, I. (2000). *Aprender en la vida cotidiana. Un programa experiencial para padres*. Madrid: Editorial Visor.
- Máiquez, M.L., Rodríguez, G., y Rodrigo, M.J. (2004). Intervención psicopedagógica en el ámbito familiar: los programas de educación para padres. *Infancia y Aprendizaje*, 27(4), 403-406.
- Maldonado, J. (2018). Los exergames como alternativa para la gamificación de las actividades curriculares de los nativos digitales. *Ciencia, Técnica y Mainstreaming*

MONOGRAPH

- Social*, 2, 149-156. doi: <https://doi.org/10.4995/citecma.2018.9160>
- Martínez, R.A. (2009). *Programa-Guía para el desarrollo de competencias emocionales, educativas y parentales*. Madrid: Secretaría General Técnica. Ministerio de Sanidad y Política Social. <http://goo.gl/3inf2S>
- Martínez, R.A. (2011). *Educación en familia. Guía actualizada para orientadores educativos familiares y para padres y madres*. Madrid: Ed. Cinca.
- Moser, C., Schoenebeck, S.Y., & Reinecke, K. (2016). Technology at the table: Attitudes about mobile phone use at mealtimes. En *Proceedings of the 2016 conference on human factors in computer systems* (pp. 1881-1892). doi: <http://doi.org/10.1145/2858036.2858357>
- Negreiros, J. (2013). Participación parental en intervenciones familiares preventivas de tóxico-dependencias: una revisión bibliográfica empírica. *Pedagogía Social*, 21, 39-65. <https://bit.ly/2IDVFS3>
- OCDE (2011). What can parents do to help their children succeed in school? *Pisa in Focus*, 10. doi: <http://dx.doi.org/10.1787/22260919>
- Oduor, E., Neustaedter, C., Odom, W., Tang, A., Moallem, N., Tory, M., & ál. (2016). The frustrations and benefits of mobile device usage in the home when copresent with family members. En *Proceedings of the annual designing interactive systems conference* (pp. 1-13). doi: <http://doi.org/10.1145/2901790.2901809>
- Orte, C., Ballester, L., & March, M.X. (2013). El enfoque de la competencia familiar. Una experiencia de trabajo socioeducativo con familias. *Pedagogía Social*, 21, 13-37. <https://bit.ly/2DxDl8Z>
- Parella, S., & Martins, F. (2012). *Methodology of quantitative research*. Caracas: Fund of the Pedagogical University of Libertador.
- Pérez-Bóveda, A., & Yániz Álvarez de Eulate, C. (2015). Programas de formación parental. Análisis comparativo. *Revista Española de Orientación y Psicopedagogía*, 26(2), 104-122. doi: <https://doi.org/10.5944/reop.vol.26.num.2.2015.15231>
- Plantin, L., & Daneback, K. (2009). Parenthood, information and support on Internet. A literature review of research on parents and professional online. *BCM Family Practise*, 10(1), 1-12. doi: <http://doi.org/10.1186/1471-2296-10-34>
- Radesky, J.S., Kistin, C.J., Zuckerman, B., Nitzberg, K., Gross, J., Kaplan-Sanoff, M., & ál. (2014a). Patterns of mobile device use by caregivers and children during meals in fast food restaurants. *Pediatrics*, 133 (4), 843-850. doi: <http://doi.org/10.1542/peds.2013-3703>

- Radesky, J., Miller, A.L., Rosenblum, K.L., Appugliese, D., Kaciroti, N., & Lumeng, J.C. (2014b). Maternal mobile device use during a structured parent-child interaction task. *Academic Pediatrics, 15* (2), 238-244. doi: <https://doi.org/10.1016/j.acap.2014.10.001>
- Radesky, J. S., Peacock-Chambers, E., Zuckerman, B., & Silverstein, M. (2016). Use of mobile technology to calm upset children: Associations with social-emotional development. *JAMA Pediatrics, 170* (4), 397-399. doi: <https://doi.org/10.1001/jamapediatrics.2015.4260>
- Ramírez-García, A., Salcines-Talledo, I., & González-Fernández, N. (2018). Parentalidad positiva ante los Smartphones. En R. García-Ruiz y A. Pérez-Rodríguez (eds.), *Educación para los nuevos medios. Claves para el desarrollo de la competencia mediática en el entorno digital*. (pp. 73-88). Quito: Abya-Yala.
- Ramos, P., & Manzanares, S. (2012). *Programa de desenvolupament d'habilitats parentals per a famílies*. Barcelona: Agència de Salut Pública de Barcelona.
- Ríos, J. A. (1994). *Manual de Orientación y Terapia familiar*. Madrid: Instituto de Ciencias del Hombre.
- Rodrigo, M.J., Martín, J.C., Cabrera, E., & Maíquez, M.L. (2009). Las competencias parentales en contextos de riesgo. *Intervención Psicosocial, 18* (2). <http://go.gl/uVEfzF>
- Rodrigo, M.J., Maíquez, M.L., & Martín, J.C. (2010a). *Parentalidad positiva y políticas locales de apoyo a las familias. Orientaciones para favorecer el ejercicio de las responsabilidades parentales desde las corporaciones locales*. Madrid: Federación Española de Municipios y Provincias (FEMP). <https://bit.ly/2tDKoHG>
- Rodrigo, M.J., Maíquez, M.L., & Martín, J.C. (2010b). *La educación parental como recursos psicoeducativo para promover la parentalidad positiva*. Madrid: Federación Española de Municipios y Provincias (FEMP). <https://bit.ly/2XF166r>
- Rodrigo, M.J., & Palacios, J. (1998). *Familia y desarrollo humano*. Madrid: Alianza.
- Sarrate, M.L., & Pérez, M.V. (2005). Educación de personas adultas. Situación actual y propuestas de futuro. *Revista de Educación, 336*, 41-57. <https://bit.ly/2mx0BxE>
- Satir, V. (2005). *Nuevas relaciones humanas en el núcleo familiar*. México: Pax.
- Simón, M.I., & Triana, B. (2004). Familias adoptivas: un programa de apoyo para solicitantes de adopción. *Infancia y Aprendizaje: Journal for the Study of Education and Development, 27*(4), 457-464.

MONOGRAPH

- Soler, C., Gómez, B., & Sánchez, M.T. (2018). Transformando el contexto familiar. El Proyecto Roma como modelo educativo de mejora. *Revista Interuniversitaria de Formación del Profesorado*, 92 (32.2), 163-177. <https://bit.ly/2Kojb7d>
- Spada, M.M. (2014). An overview of problematic Internet use. *Addictive Behaviors*, 39, 3-6. doi: <https://doi.org/10.1016/j.addbeh.2013.09.007>
- Torío, S., Peña, J.V., & García-Pérez, O. (2015). Parentalidad positiva y formación experiencial: Análisis de los procesos de cambio familiar. *Multidisciplinary Journal of Educational Research*, 5 (3), 296-315. doi: <https://doi.org/10.17583/remie.2015.1533>
- Torío, S., Peña, J.V., Rodríguez, M.C., Fernández, C.M., Molina, S., Hernández, J., & Inda, M.M. (2013). *Construir lo cotidiano: un programa de educación parental*. Barcelona: Octaedro.
- Torres, A., Suárez, A., & Rodrigo, M.J. (2014). Educar en positivo: Primeros resultados y retos de futuro. *Revista Iberoamericana de Sistemas, Cibernética e Informática*, 11(2), 1-13. <https://bit.ly/2U8dJok>
- Torres, A., Suárez, A., Álvarez, M., Padilla, S., Rodríguez, E., & Rodrigo, M. J. (2015). Apoyo parental online. En M.J. Rodrigo (coord.), *Manual práctico de parentalidad positiva* (p. 245-263). Madrid: Síntesis.
- Triana, B. (2018). Un programa on-line como recurso de apoyo para las familias reconstituidas. *International Journal of Developmental and Educational Psychology*, 1, 343-350. <https://bit.ly/2ViF0cF>
- Udoh, E.S., & Alkharashi, A. (2017). Privacy risk awareness and the behavior of smartwatch users: A case study of Indiana University students. *FTC 2016 - Proceedings of Future Technologies Conference*, art. no. 7821714,926-931. doi: <https://doi.org/10.1109/FTC.2016.7821714>.
- Villarreal, C., Villalobos, A.K., & Villanueva, R. (2014). La modalidad de agentes multiplicadores para orientar a madres y padres de familia. *Revista Electrónica Educare*, 18(1). <https://bit.ly/3aszngn>
- Wartella E., Rideout V., Lauricella A., & Connell S. (2013). *Parenting in the age of digital technology: A national survey*. Washington, DC: Report of the Center on Media and Human Development, School of Communication, Northwestern University.

Annex 1. Summary of the document analysis guide.

Indicators of the analysis guide	Program 1	Program 2
Program title		
Funding institution		
Implementing agency		
Reference person		
Economic Budget		
Theoretical foundations: systemic focus, collaborative focus, focus based on deficit and risk, focus based on advocacy and preservation		
Objectives		
Contents		
Aspects of positive parenting it develops (pillars)		
Materials used		
Format: face-to-face, online, mixed, etc.		
Methodology used		
Modalities of intervention (individual, family-based, group, etc).		
Internal evaluation		
External evaluation		
Evidence-based evaluation		



Este obra está bajo una licencia de [Creative Commons Reconocimiento 4.0 Internacional](https://creativecommons.org/licenses/by/4.0/).