Abstract
This study examines factors involving the acceptance of social networks for academic purposes. A survey was applied to 290 graduate students as a quantitative methodological design. The main finding is that students thought that greater use of social networks for academic purposes would improve interaction and feedback among peers and also would improve teaching-learning processes. Also, students considered their skills as sufficient to use social networks for academic purposes, expressing their intention to incorporate them into the subjects dynamics.

Keywords: learning, social networks, teaching innovation, university students, virtual

Introduction

A digital web revolution is taking place with the expansion of numerous types of social networks and online communities, which are used to be informed, purchase or sell diverse products online, receive information, make contacts, play, chat, share hobbies, among other daily uses. This revolution shows how our way of communicating has been modified by Information and Communication Technologies, ICT, (Islas & Carranza, 2011). It is affirmed that only a few technologies, like social networks, have proliferated fast in a short time. These have been globalized and have been incorporating into young people's daily life, sharing information and...