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COMMUNICATION EFFICIENCY REVIEW OF UNIVERSITY TELEVISION THROUGH INTERNET

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ABSTRACT

The proliferation of information on networks, and the latent need for specialized virtual channels of exchange where one can access the information one really needs, has led numerous institutions, organizations and companies to create their own web spaces in which audiovisual elements like television have a place. Universities have not eluded this growing trend, and more and more university TV is appearing, whose creation, management and programming do not always respond to reasonable criteria linked to real needs in the exchange of information and knowledge among different groups in higher education. This study compares different university internet TV stations to then analyze and individualize the formal, structural and social parameters that should be present in the philosophy guiding their creation: an audiovisual medium that meets the information needs that commercial TV does not cover, works for its own audience and can guarantee its own sustainability in terms of academic and scientific prestige.

KEY WORDS: Internet - University - Television - Scientific communication - Teaching professionals - Students.

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ANÁLISIS DE LA EFICACIA COMUNICATIVA DE LAS TELEVISIONES UNIVERSITARIAS EN INTERNET

RESUMEN

La proliferación de información en red y la necesidad latente de canales de intercambio virtuales especializados donde acceder a aquello que realmente interesa, ha llevado a numerosas instituciones, organismos y empresas a hacer de sus propias webs espacios donde tienen cabida productos audiovisuales de corte televisivo. A esta tendencia en auge no han escapado las universidades, y de forma creciente aparecen televisiones universitarias cuya creación, gestión y programación no siempre responden a criterios razonables vinculados a las necesidades reales de intercambio de información y conocimiento de los diferentes colectivos que configuran esta institución docente. El artículo que aquí se presenta forma parte de una investigación encargada por el Vicerrectorado de Comunicación de la Universidad de Coimbra con motivo del primer aniversario de la puesta en marcha de la televisión universitaria en 2012. En él se analiza e individualiza, tras comparar diferentes televisiones universitarias en red, los parámetros formales, estructurales y sociales que deberían configurar la filosofía previa a su creación, con el objetivo de comprobar su eficacia comunicativa a través del análisis de los diferentes elementos que configuran el modelo televisivo universitario elegido. Un medio de comunicación audiovisual que debe cubrir el vacío informativo que dejan las televisiones comerciales, trabajar para un público propio y ser capaz de garantizar su sostenibilidad en términos de prestigio académico y científico.

PALABRAS CLAVE: Internet – Universidad – Televisión - Comunicación científica - Profesores – Estudiantes.

1. INTRODUCTION

1.1 The development of Internet TV.

As soon as television arrived in our lives, it became an indispensable element of daily existence. But that ingenious device, which started out with the firm purpose of “informing, educating and entertaining,” is today facing great changes as a result of its imminent digitalization and move to the Internet, as Manfredi (2008) concludes from the analysis he made to offer a precise vision of its future.

It is unquestionable that Internet television will attract supporters and have an audience. According to a study performed by Orange and Barlovento in 2009, 42% of Spanish Internet users already watch Internet TV. Also of interest is the finding of a study on Internet habits done by Ocio Networks (2009), according to which the users of 4 or more social networks are those most willing to pay for both television and music on the Internet. The most frequent users of social networks are between the ages of 14 and 35, make up 59% of all Internet users, and undoubtedly comprise the

most active sector of intensive Internet use. This is an important fact if we take into account that the audience of university television would fall mainly within this age group.

On a global scale, Multimedia Research Group predicts that by 2013 the number of subscribers to Internet protocol television (IPTV) will be 81 million. Even today, the current number of subscribers to Internet pay TV is over 25 million around the world. According to studies carried out by the Spanish Media Research Association (Asociación para la Investigación de los Medios de Comunicación [2010]), 68% of Spaniards devote less time to watching television than to surfing the Internet. One in three Internet users surveyed admits to having watched television on the Internet in the last month, and the great majority of conventional TV viewers are willing to watch movies, sports, TV series and news over the Internet. This same study (p. 59) provides an even more significant piece of information: 68.9% of those surveyed affirmed that the Internet had reduced the time they normally spent viewing conventional TV. Thus, at this point in time, the Internet gradually seems to be gaining ground as a television medium.

A large number of portals are currently in existence for viewing dozens of channels providing news and entertainment, and this phenomenon has reached conventional TV, which now offers programs through the Internet, either for free or through pay channels, as for example www.streamick.com, www.mediascrape.com, www.zatoo.com, and www.tvfutboll.net, www.tv4all.com.

In order for Internet television to expand, two things are necessary: an increase in band width and in image quality. But at this point no-one doubts that the future of communication will be through the Internet.

Since the end of the 1990s we have witnessed a growing relationship between digital TV through different systems (Hertzian waves, satellite and cable) and the so-called web of webs, the Internet. It is a back and forth relation –television on the Internet and the Internet on television – that is developing on a daily basis, giving rise to more than one polemic. The foreseeable panorama of interactive digital TV services will focus for some time on diverse mixtures and links with the Internet, aside from the services linked to television programming already considered in all formats (Bustamante, 2003).

Within this framework, TV viewers are more and more becoming users-consumers that pay for different interactive services (or not). They are becoming more and more likely to seek information through portals or forums closely related to their professional activity, and there is also the gradual appearance of so-called “tutorial videos” which are replacing the traditional instruction manuals in almost all areas with short audio-visual productions that broach specific problems and their solutions. This trend is becoming ever more widespread among young people, who use the Internet as a platform for acquiring and exchanging academic and scientific

knowledge and it is progressively overtaking the traditional system of bibliography on paper.

If we stop to take a look at what is happening with Internet television today, we see that not only thousands of TV stations and production companies, but also large firms and institutions all over the globe are going out of their way to create TV on the Internet. There is a large variety of formats that range from simple institutional websites presenting, for example, information on the broadcasting company and its programming, as is the case of Radio and Television of Castile-La Mancha, <http://www.rtvcm.es/> (although they have also opened a channel on You Tube, <http://es.youtube.com/profile?user=RTVCM> to give access to some of the videos shown on the channel) to sites giving direct access to live broadcasts or certain programs from their archives, as is the case of Televisión IP of the Spanish Socialist Workers' Party, <http://www.psoetv.es/> , or “A la carte Television” offered by Spanish TV and Radio (Radio Televisión Española, Spain's public station) , www.rtve.es/alacarta/ . In these last two cases, adequate bandwidth together with audio and video streaming technologies make it possible to offer TV content on the Internet. This diversification of audiovisual and television contents through the Internet is a growing trend internationally. Any commercial or institutional communication strategy that hopes to be successful must necessarily create specific contents for the Internet that include audio and video.

Some television companies are offering a kind of Intranet that can be accessed through a television set and a remote control. One example of this is the American company, AOL (with more than 23 million Internet subscribers <http://www.aol.com>), which began to offer digital TV (1,500 households) in the middle of 2002 with services such as e-mail and chat rooms. Today it has a web with contents in Spanish <http://www.aollatino.com>

More complex and effective is the "Zattoo" system for live Internet TV channel distribution, <http://zattoo.com/es>. The concept and the company came to light at the University of Michigan in 2005, when a team of researchers developed a revolutionary streaming technology which marked the beginning of free Internet TV. Since 2007, more than 20 channels have been available through streaming in Spain, including stations that stream in HD. More than 100,000 users signed up in Spain during the first two weeks, and after a year it had more than a million users, and mainly thanks to word of mouth, to give an idea of how successful this type of Internet TV service can be. A lack of advertising investment owing to the economic crisis obliged it to become a pay platform in countries such as Spain, Denmark, and France. The change from a cost-free status has not been well received by the users, and at present Zattoo is considering a return to free broadcasting of all its contents.

Generally, aside from the large audiovisual media platforms, including general-interest TV stations, most institutions present on the Internet have much less ambitious aspirations as regards number of viewers. The creation of ad hoc TV channels is almost always done through the use of specific portals linked directly to

the company or institution, from which they launch audiovisual content onto the Internet.

2. METHODOLOGY

A total of 65 Spanish and 25 international universities were identified and analyzed, with special attention to the format of audiovisual contents they offered through the Internet and the broadcasting and management models used. The analysis also took into account the corporate image of each university, the date broadcasting started and the strategy used for positioning the audiovisual contents in relation to the rest of contents and information appearing on the institutional web.

The information collected has allowed us to order and classify university TV into three main groups, taking into account not only the format of the contents but also the management and broadcasting model used:

- Universities that use the Internet exclusively as a channel for showing videos through already existing platforms (YouTube, Hulu, Vimeo...)
- Universities that have created their own channel with audiovisual contents on the Internet, but which lack a programming grid typical of regular television.
- Universities that have opted to create their own TV channel with stable and continuous programming linked to a specific institutional communication project.

Additional data were analyzed subsequently, including the number of hits, periodicity in the emission and renewal of contents, downloads, comments, exchange of videos, presence on social networks, etc. These data were expected to serve to establish to what degree the Internet television or video channel project was integrated in the actual university community it was addressed to and how much participation there was in regard to it.

Finally, all the data obtained served to define different models of management and broadcasting and then to analyze their strong and weak points in an attempt to establish the most effective model for university Internet TV.

3. FOCUS AND DISCUSSION

3.1 University Internet Television models.

Given the current perspective of audiovisual media and their technical convenience, it is not only TV production companies that are mainly choosing to increase their presence through the Internet, but also more and more institutions and agencies are beginning to share their contents through Internet TV and even create contents exclusively for this medium.

Compared to other organizations and institutions, universities have only begun to gradually increase their presence on the Internet with audiovisual contents relatively recently. This delay in making the Internet a virtual space for the exchange of institutional, academic and scientific information on the part of universities is especially striking in Spain. It seems that universities have been more reluctant to assimilate the internet as a tool of knowledge than other sectors of society. But given the facilities of this medium the current trend is to understand the web as a space for exchange, a kind of virtual community where there is room for audiovisual projects and materials created by university administrations and teaching and administrative personnel, not to mention students.

Analysis and comparison of the different university Internet television possibilities at the international level reveals that in Europe and especially in Spain there continues to exist an “institutional” idea of university web TV. This is most likely the result of a lack of awareness of the possibilities of this medium and a legacy of the image of traditional general-interest television, especially public television. It seems as if it were almost impossible for an institution to go beyond mere institutionalism and become a communication medium for the transfer of scientific and academic knowledge.

The image that most of these university TVs provides of themselves is one of excessive confinement in regard to the formal and stylistic characteristics of the audiovisual contents used. The contents are massively weighted with an institutional presence, especially in the news agenda. However, it is precisely those university Internet TV stations operating furthest from this institutional view that attract and maintain the greatest participation of students and staff in the work of creating, producing and broadcasting programs and video.

In a society like that of today’s Europe, with a tendency to discredit *a priori* any institutional information emanating directly from the institution itself, if universities wish to establish communicational credibility they should consider a model of television that is plural and participatory. This model would have room not only for merely institutional projects or activities, but also for scientific and academic ones, those created by specific areas of knowledge, those that innovate and, of course, those made directly by members of the university community, in the conviction that the future of scientific and academic communication inevitably passes through the Internet.

That university TV should serve the principles that govern the activity of that institution is something that must always remain clear. What is needed is to establish the best and most effective way of serving these interests. Currently there are several models of university Internet TV in existence around the globe.

3.2 University Internet TV. A Global Reality.

Among the most active and participatory models at the international level are university TVs based on the idea that their programming should be entirely addressed

to students, either produced by the students themselves or by competent professionals. They are mainly forums for audiovisual experimentation, where the creative component has enormous weight. Included in this model are American sites such as <http://www.cutelevision.org/> (Columbia University), <http://gutvonline.com/> (Georgetown, which has been up for over a decade), <http://www.uctv.tv/> (University of California, which even broadcasts some of its information in Spanish), as well as similar ones in France <http://www.univ-nancy2.fr/Amphis/> (University Nancy 2), or Britain <http://mediaplayer.group.cam.ac.uk/> (Cambridge University). Also of interest are the experiences of Brazilian televisions such as Sao Paulo's university channel <http://www.cnu.org.br/default.asp>, created by eight universities in that city and integrated in RITU, the network for university TV exchange (rede de intercâmbio de televisão universitária). This network connects television contents created by and for universities in such a way that each institution contributes communication spaces but also receives them, thus exponentially increasing their radius of communicative action (Nogueira 2005).

Another point of view considers the university as an institution composed of at least three social segments: students, teaching personnel and administrative personnel. In this model, it is essential that television produced by the university or addressed to it should not lose sight of the fact that its unity comes from these three elements. However, once this type of television is set in motion at a university, it is logical for it to present a strictly educational mission and confine itself to academic and scientific contents, which can lead it to overlook other types of contents -informative, institutional, general interest- and make the mistake of thinking that other types of entertaining contents would mean a waste of time and resources. Within this group we would find that of the University of Salamanca, <http://tv.usal.es/>

These findings lead us to think that we should start from a broader concept regarding the ideal model of university Internet TV. This would be TV that attracts the participation of students, teaching personnel and other employees, or that can at least count on the support and cooperation of a good part of the university community, that offers an eclectic and diversified programming which does not seek to put limits on entertainment (except for the limits imposed by high quality aesthetics, ethics, and of course, the marked scientific and academic nature of the institution to which it pertains); that is, television devoted to an audience interested in culture, information and university life, which gives priority to an academic audience but is not addressed to it exclusively.

3.3 Television and University Structure.

There are several models of university TV stations now prevailing that are linked to different organizational models. Most of those we have analyzed in Spain chose their working structure to a large extent based on the circumstances surrounding the moment of their creation. Only rarely did they analyze previous experiences with a view to seeking excellence in both operations and contents. More importantly, it seems

that the low audience ratings and dearth of viewers of some university television channels has not even led them to consider changing their communicative strategy. Cases like that of the Polytechnic University of Cartagena are really striking: it has two institutional channels on YouTube (<http://www.youtube.com/user/UPCT1> and <http://www.youtube.com/user/dupct>, accessed on 26/06/2010) that have been in existence since 2010 and 2008, respectively; the last video was uploaded in September 2010, making a total of 4 hits on the channel have not even reached 200, and there is only one subscriber. If the university institution itself does not take the Internet into account as a space for fully audiovisual communication and exchange, we can hardly expect the university community to take it seriously and accept their university's television project as their own.

Nonetheless, this start should not be an impediment for university TV stations to restructure their organization and working philosophy. Recent studies affirm that the new generations of university students mainly use the Internet to obtain information about their academic interests (Hosein, Ramanau, Jones, 2010). It therefore makes no sense to underestimate the real possibilities of the medium within the university context. TV channels, like the institutions of higher education to which they pertain, must be able continually to adapt to the times and to the situations of their potential audience.

The following Table presents all the university television channels analyzed in our research and links to the TV, the production company or channel of audiovisual contents.

With the exception of certain striking cases, such as the University of Burgos or La Coruña, at the present time almost all Spanish universities have opened some kind of audiovisual communication forum on the Internet. YouTube has become the platform of choice for creating one's own space, since it is incredibly easy to use as regards not only design, but also the uploading and maintenance of video material. The year 2009 was when the largest number of Spanish university TVs embarked on Internet, although the pioneers, such as the Polytechnic University of Valencia, had been broadcasting since 2003, and the Distance University (UNED) and the University of Deusto started uploading audiovisual material to the Internet in 2006. As regards acceptance and participation on the part of the university community, there is disparity in the data and they depend on many factors, ranging from the scant influence of televisions such as that of the Polytechnic of Cartagena, which we already mentioned, to the size and professional system of the Polytechnic of Valencia, <http://www.upv.es/rtv/>, to which we shall refer below.

Analysis of all these university televisions confirms that usually there is no *a priori* scheme involving a detailed plan of what the organization chart or work structure of a university TV station should be. However, we believe it is essential to define clearly who the communication strategy to be carried out will depend on, and of course the management model to be employed. Our scrutiny of the different university Internet TV channels suggests that such a model, though coordinated or assisted by the public

relations and press office, should be based on the broadest television community possible, with interdepartmental cooperation and a distribution of tasks so that the link between the university community and its television channel can actually be effective (Álvarez & Ramírez 2003). The establishment of synergies in television and audiovisual projects regarding creation, innovation or execution should be a priority issue for the channel's managers.

3.4 Management Models for University Television.

After analyzing the university television channels currently in operation in Spain, we have distinguished up to four organizational models:

- a) A first TV model linked to the existence of television or journalism courses. In this case, the TV project is in the hands of one of the sectors of the institution, and there is an imbalance in relation to the other sectors, even to their detriment. In this case, University TV is conceived of as an exclusive laboratory for an area or department of communication studies, generally connected to teaching projects inherent to this area of knowledge. Thus it is not really the University as a whole, but rather one of its departments that manages it. This specific model can hardly be adopted in universities that lack a department of this nature (Journalism, Media Arts, etc.), and in those that do offer these types of studies, this management model may lack effectiveness and be too monothematic - programming is based on an offer linked to teaching needs, which limits the number of audiovisual products and their thematic variety. An example of this type of TV project is the one implemented in Carlos III University, <http://audiovisuales.uc3m.es>, which broadcasts institutional programs exclusively through the Internet and is part of the Audiovisual Area, which depends structurally on the Networks and Communications Group of the university's Computer Services, although it depends operationally on the area of Audiovisual Communication. Its work focuses on providing technical support for all those actions requiring it, such as recording different courses, taking care of the technical side of different events carried out through videoconferencing, broadcasting live on demand, as well as contributing different types of documentation referring to the audiovisual world: forums, tutorials, manuals, etc. In short, it is an audiovisual service that does not produce its own contents, nor does it innovate in an educational way. It is simply a platform on the web from which to disseminate current university affairs and news, for the most part institutional and academic, and pays little attention to circulating scientific-educational information.
- b) Another model of university TV is linked to a university's Press Office. In this case, it is set up as an instrument to support institutional marketing, although the language of advertizing does not dominate their programming and neither do they offer cultural programs. The links that these types of university TVs have with the rest of the areas in the university, especially professors and students, are tenuous, if they exist at all. This is the case of the television run by the University of Castile - La Mancha, <http://www.uclmtv.uclm.es/>, a

university that does not offer studies in Journalism, Audiovisual Media or Audiovisual Technologies. This TV depends entirely on the Press Office and neither students nor teaching personnel are involved. It is thus simply an institutional commitment lacking any kind of community exchange, despite the resources available. This exclusive model has no place in a university, which should have among its objectives the strengthening of ties among all members of the university community through projects that all can participate in, which is the case of a university TV channel. This model is generally conceived of as a service, with no concern for its future development, since because of its isolated nature the majority of the university community neither identifies with it nor feels represented by it. Creating a university television service separate from the academic elements of the institution, especially if the university offers degrees in Media Studies or Journalism, is a waste of educational possibilities for the students, of common effort, of the possibility of becoming a multidisciplinary forum for spreading knowledge through images, and in short, a link with the university community.

- c) Sometimes a university television project is handed over to a local TV channel or video production company –created expressly for this mission - that will take charge of the programming and uploading of video documents at the behest of the university administration, but without being integrated into the academic community. It is a form of outsourcing university TV by means of a contract, agreement, or the like. In this model, the owner of the TV channel is not the university, but rather the university administration, which has ceded rights to a third party. This is the case of the Audiovisual Portal of the University of Alicante, <http://www.imagen.ua.es/>. It is a joint initiative of the Offices of the Vice-Rectors of Institutional Relations and Educational Technology and Innovation, and is managed by a company called “Taller de Imagen” (Image Workshop), a service that is not part of the university. Among its services is the possibility of making videos and carrying out audiovisual projects for agencies and organizations outside the university, in other words, it works as a production company. It manages the audiovisual resources of the University of Alicante and accommodates all the audiovisual production generated in university events, publicizes research and academic events, but does not seem to have room for projects of the university community, especially by students, nor does its programming stand out as regards the dissemination of scientific and academic knowledge. It is a non-participatory model, with a fixed expiry date in the contract or agreement, and characterized by a sense of marketing that talks in terms of tangible objectives to be met but not necessarily of scientific or information excellence. This non-participatory model perhaps has its *raison-d’être* as part of a philosophy of work and promotion in certain large companies, but not in the university context. University TV should be a space of exchange, with the accent on educational, innovative, scientific and academic synergies. This model of an outsourced university TV run by professionals with no link to the university is unlikely to have a good understanding of what is actually important for the institution.

- d) Another form of University TV is that which is conceived of as an autonomous but dependent nucleus, established within the university's organizational chart and strictly subordinated to the general objectives of the university is each of its sectors. In this model, which we believe is the most suitable one, the main goal of the television channel is not institutional marketing, although this can and should be done in moderation. Neither is it to serve as a laboratory for a specific degree program or department, satisfying their interests to the detriment of the rest of the institution. The main goal should be to produce balanced programming that attends to all the different areas of the university and fosters the participation of the entire academic community. In this case, the owner of the television channel is the university itself. In this sense, the TV produced at the Polytechnic University of Valencia http://www.upv.es/pls/oreg/rtv_web.Ppal?p_idioma=c is probably the most innovative experience in the whole sphere of university TV in Spain. The "Universitat Politècnica de València (UPV)" has situated itself in the technological forefront by implementing a multicast system for distribution of 30 MPEG2 TV channels with broadcast quality that reach the whole university web. Among these channels is that of the TV of the UPV itself, which incorporates multimedia intensively, streams in two qualities Windows Media and which, thanks to multicast, can optimize the resources used. Managed by the Area of Communication (Radio and Television) -with university staff, interns, fellows, and professors- its main objective is to provide information and communication addressed to members of the university community, to disseminate university activities to society at large and to train students in audiovisual communication techniques. Besides maintaining round the clock stable programming in TV and radio, the Area organizes courses and workshops for training students and offers its technical and human resources to members of the university community. Television at the UPV has also taken into account the relation between radio and TV in order to avoid overlapping contents and competition between them rather than mutual support. It also has a channel on YouTube and its connection to the institution's Area of Communication permits constant upgrading of contents.

4. CLOSURE

4.1 University Internet TV towards global communication.

The experience of the UPV is based on that institution's firm commitment to providing the means and personnel necessary for this project, with a very high annual budget that not all universities can afford, especially in times like these. But this does not mean that this university television model is not feasible even when fewer technical and human resources are available, since a good part of its success is based on the fresh dynamism brought to its broadcasting by including productions made by the students themselves, not so much as a part of their academic training, but as extracurricular activities. Including in its programming not only academic, scientific and institutional contents, but also pure entertainment, documentaries, film, sports, and interviews makes this university TV an example to follow as regards

programming, or at least as regards university television contents. It surpasses the concept of “traditional television” by distancing itself from general interest television; it goes beyond this because it conceives of university TV as a tool for innovation, creation, and scientific exchange and dissemination at all levels.

The main reason why most Spanish university TVs do not have production and programming similar to that of the UPV is the high cost of television production when compared with the typical model of university financing. This makes a weighty argument for formalizing TV stations as autonomous units within universities, independent and parallel to the existing structures, in order to foster the work flexibility that television activity necessarily entails. The ideal would be for the TV station to be directly subject to university management and to have within its own organizational structure all the areas of support that it needs.

In order to popularize the university itself and also to compete with other universities in different contexts, we must use the communication media that are popular in society and that, as such, reach the largest number of people possible in the simplest way and if feasible at the lowest cost possible: the ideal communication media that fulfill these criteria are Internet television and radio.

In short, we currently find ourselves in a situation in which the university is called upon to become a social actor and to be an effective one, and institutions of higher education are thus adopting communicational policies and strategies. Within universities there is talk of internal and external communications, of processes of generating and distributing knowledge and, in short, of how to manage communication flows as effectively as possible in order to, on the one hand, improve teaching and research, and on the other, facilitate the distribution and implementation of this new strategy of integral development synthesized in the letters R+D+I , and which can undoubtedly only be maintained based on a firm foundation of information and communication management.

One can uphold a discourse of asking the communications system to take a greater and better interest in universities, a constantly reiterated demand that has met with only lukewarm results, or the initiative can be taken by the institutions of higher education themselves. For this reason it is not surprising that we are seeing more and more radio and television in our universities, created in some instances as support for institutional marketing, in others as a result of integrated communication strategies, and in still others as practical laboratories for teachers and students in media studies. The inclusion of students in their organization charts, making them directly responsible for a certain part of the programming, will help them to gain a critical and discerning attitude that is independent of the established power structure. In short, it offers students experience in democratic responsibility and opens them up to a plurality of ideas and viewpoints.

If university Internet TV is to have a future and serve well the community to which it belongs, it must be conceived under a working philosophy based on optimizing

available resources, on disseminating information about the institution, on extending academic and scientific knowledge and on creative experimentation. It is impossible to fulfill these objectives if we disassociate this communication service from the community it pertains to, especially if it is cut off from teaching personnel and students.

University TV projects should take into account all the previous experience of universities who were pioneers in this matter, but they should also be an original and creative reflection of each university's idiosyncrasies, as the main communicational support for the international dissemination and influence of its virtues, achievements and accomplishments.

Table 1

UNIVERSITY	Web TV, production company or channel with audiovisual contents
1. Abat Oliba CEU	http://www.youtube.com/uaoceu (2009)
2. Alcalá de Henares	http://www.youtube.com/user/UniversidadDeAlcala (2008)
3. Alicante	http://aplicacionesua.cpd.ua.es/album/ , http://www.imagen.ua.es/
4. Alf. X Sabio	http://www.youtube.com/user/webmasteruax (2009)
5. Almería	http://cms.ual.es/UAL/universidad/organosgobierno/gabcomunicacion/pagina/VIDEOS_GABINETE
6. Int. Andalucía	http://blogs.unia.es/uniatv/
7. A. Nebrija	http://www.youtube.com/Videonebrija (2008), http://vimeo.com/tag:Nebrija
8. Autónoma de Barcelona	http://www.uab.cat/uabtube/ , http://www.youtube.com/uabbarcelona?gl=ES&hl=es (2008) http://www.uab.es/servlet/Satellite/videos-1191310399931.html
9. Autónoma Madrid	http://www.youtube.com/user/uam (2006)
10. Barcelona	http://www.youtube.com/user/UB , (2006) http://www.ub.edu/web/ub/ca/menu_eines/web_multimedia/index.html
11. Cádiz	http://www.youtube.com/videosUCA (2009)
12. Camilo José Cela	http://www.ucjc.edu/index.php?section=estudiante-2_0/campus-tv , http://www.youtube.com/user/CampusTvUcjc , (2010) http://www.youtube.com/lacamiloonline (2008) http://www.mediachannel.sek.es/
13. Cantabria	http://www.youtube.com/user/UNIVERSIDADCANTabria (2008)
14. Carlos III	http://audiovisuales.uc3m.es/uc3mtv/ , http://www.youtube.com/uc3m (2006)

15. Católica S. Antonio	http://www.youtube.com/user/portaluca (2008)
16. De Murcia	
17. Católica Avila	http://www.youtube.com/user/UCAVILA (2008)
18. Castilla-Mancha	http://www.uclmtv.uclm.es/ , http://www.youtube.com/user/UCLMvideos (2009)
19. Complutense	http://www.youtube.com/user/ucomplutensemadrid (2010)
20. Deusto	http://www.deusto.tv/blog/ , http://www.youtube.com/deusto (2006)
21. Europea de Madrid	http://www.youtube.com/user/canaluem (2009)
22. Fco de Vitoria	http://www.youtube.com/user/ufvtelevision (2007)
23. Granada	http://www.youtube.com/user/canalugr (2010)
24. Gerona	http://www.udg.edu/VideosUdG/tabid/11321/language/es-ES/Default.aspx , http://www.youtube.com/user/univgerona (2009)
25. Huelva	http://www.youtube.com/user/UniversidaddeHuelva (2010)
26. Illes Balears	http://sra.v.uib.es/
27. Inter. Cataluña	http://www.youtube.com/user/UIC (2006)
28. Jaén	http://www.youtube.com/user/ujaenmedia (2009)
29. Jaume I	http://www.uji.es/organs/vices/vpusl/labcap/
30. La Laguna	http://www.youtube.com/user/OTRIULL#p/f (2009)
31. Inter. La Rioja	http://www.youtube.com/user/UniversidadUNIR (2009)
32. Las Palmas	http://www.youtube.com/user/ulpgc (2006)
33. Lérida	http://www.youtube.com/user/UDLLEIDA (2008)
34. Málaga	http://www.infouma.uma.es/noticias/ http://www.youtube.com/user/UniversidadMalaga (2010)
35. Menéndez Pelayo	http://www.youtube.com/user/UIMPvideo (2008)
36. Miguel de Cervantes	http://www.youtube.com/user/UEMCTV (2009)
37. Mondragón	http://www.youtube.com/user/mondragonuni (2008)
38. Murcia	http://www.youtube.com/user/UniversidadDeMurcia (2007)
39. Navarra	http://www.youtube.com/user/universidaddenavarra (2007) http://www.youtube.com/user/AlumniNavarrenses (2007)
40. Oberta de Catalunya	http://www.youtube.com/UOC (2006)
41. Oviedo	http://mediateca.uniovi.es/inicio
42. Pablo Olavide	http://www.youtube.com/user/upablodeolavide (2010)
43. País Vasco	http://ehutb.ehu.es/
44. Politécnica	http://www.youtube.com/user/UPCT1 (2010)

Cartagena	http://www.youtube.com/user/dupct (2008)
45. <u>Politécnica Cataluña</u>	http://www.youtube.com/user/UPCchannelnews (2008)
46. <u>Polit. Madrid</u>	http://www.youtube.com/user/UPM (2006)
47. <u>Politécnica Valencia</u>	http://www.upv.es/entidades/RTV/indexc.html http://www.upv.es/rtv/ http://www.youtube.com/user/upvtv#p/o (2009)
48. <u>Pompeu Fabra</u>	http://www.youtube.com/user/UPF (2006)
49. <u>Pontificia Salamanca</u>	http://www.youtube.com/user/UPSAMadrid (2010) http://www.youtube.com/user/UPSA (2006 without contents)
50. <u>Pública Navarra</u>	http://www.youtube.com/upna (2006) http://upnatv.unavarra.es/es/caf
51. <u>Ramón Llul</u>	http://www.youtube.com/fcblanquerna (2009) http://vimeo.com/user3856048
52. <u>Rey Juan Carlos</u>	http://www.youtube.com/user/ureyjuancarlos (2007) http://vimeo.com/urjc
53. <u>IE Univ</u>	http://www.youtube.com/user/IEUniversity (2008)
54. <u>Salamanca</u>	http://www.youtube.com/usalvideo (2008) http://tv.usal.es/
55. <u>San Pablo CEU</u>	http://www.youtube.com/user/ceumediavt (2010) http://www.ceumedia.es/
56. <u>Santiago de Compostela</u>	http://tv.usc.es/
57. <u>San Vicente Mártir</u>	http://www.youtube.com/user/ucvsvm , (2007)
58. <u>Sevilla</u>	http://www.youtube.com/user/UniversidaddeSevilla (2008)
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61. <u>Valencia</u>	http://www.youtube.com/user/UVMEDIA (2008) http://mediauni.uv.es/
62. <u>Valladolid</u>	http://www.uva.es/cocoon_uva/impe/uva/navDirectorio?idSeccion=4137&tamLetra=&idMenus= http://www.youtube.com/comunicacionuva (2009)
63. <u>Vic</u>	http://www.youtube.com/user/UniversitatdeVic (2009)
64. <u>Vigo</u>	http://www.youtube.com/user/uvigo , (2007, sin contenidos)
65. <u>Zaragoza</u>	http://www.youtube.com/user/UNIZAR , (2006, sin contenidos)

Source: the Internet, the institutional websites of the universities themselves. The universities underlined have made a significant commitment to TV offerings, the universities themselves having created audiovisual channels.

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