

# Characterization of the digital identity of Chilean university students considering their personal learning environments

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## Abstract

At present, our online activity is almost constant, either producing information or consuming it, both for the social and academic fields. The spaces in which people move and travel every day, innocently divided between the face-to-face and the virtual, affect the way we communicate and perceive ourselves. In this document, a characterization of the academic digital identity of Chilean university students is proposed and an invitation to teachers to redefine learning spaces is made, allowing integrating all those technological tools that the student actually uses. This study was developed within the logic of pragmatism based on mixed methodology, non-experimental design, and a descriptive-quantitative cross-sectional approach. A non-probabilistic sample was made up of 509 students, who participated voluntarily with an online questionnaire. The Stata Version- 14 program was used, applying the Mann-Whitney-Wilcoxon and Kruskal-Wallis U tests. To develop characterizations, a conglomerate analysis was performed with a hierarchical dissociative method. In general, Chilean university students are highly truthful on the Internet without making significant differences between face-to-face and digital interactions, with low awareness of their ID, being easily recognizable on the Web. Regarding their educational process, they manage it with analogical/face-to-face mixing formal and informal technological tools to optimize their learning process. These students manifest a hybrid academic digital identity, without gender difference in the deployment of their PLEs, but maintaining stereotypical gender behaviors in the construction of their digital identity on the Web, which shows a human-technological development similar to that of young Asians and Europeans.

## Author keywords

Academic digital identity  
Awareness of digital identity  
Digital identity  
PLE  
Stereotypical behaviors