Media and Society, Cyberculture and Cyberspace: Higher Education Institutions and Communication with Students

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ABSTRACT

This article aims to clarify the concepts of cyberculture and cyberspace and the way cyberspace has become a communication field for organizations and companies. The online world has revolutionized society, because the use of technology leads people to change their behaviour, especially in the way they work, live and think in a network. In this sense, organizations also had to adapt to the digital environment, looking for new ways to communicate with their target audience. In this article, we try to understand how Higher Education institutions communicate with students, and for that, we will analyze the website of a prestigious English university, having as a starting point: "How does the University of Lincoln communicate through its website with your target audience?"

KEYWORDS: Cyberculture, cyberspace, higher education institutions, students, communication

INTRODUCTION

Culture and communication are linked from an early age, however, the appearance of new technologies has reformulated the concept of culture. It is from this idea that in the late 1970s cyberculture emerged, characterized by the use of new technologies in everyday life. We try to understand how cyberculture emerges and what relationship it has with communication, within the scope of Higher Education institutions. In the view of (Rüdiger, 2008: 11) cyberculture is represented by a set of experiences that the human being has with new technologies, something that enters subtly in his conscience becoming part of his daily routine. In turn, globalization has instilled a strong development influenced by the progress of communication systems (Giddens, 2013), however, it is with the appearance of the internet that communication between individuals has been reformulated and with this reform also brought a set of advantageous characteristics, as for information. In this sense, the accessibility, the instantaneous and the active participation that, currently, the internet provides shows with a new perspective of sociability (Rodrigues, 2010).

Thus, a process of migration to virtual reality has been taking place over time. If in the past people lived together in public spaces, by groups susceptible to visual and sensory contact, with the sharing of knowledge and experiences side by side, today this socialization appears in cyberspace, something characterized as the new social habitat, where people communicate with each other, leaving physical and temporal constraints behind. There is, therefore, an intimacy between cyberculture and cyberspace that was only possible through the appearance of the internet and the constant "massification of computers connected in a network" (Amaral, 2007), allied to the contribution of Information and Communication Technologies (ICT). However, nowadays we are faced with those that Prensky (2001) called digital natives, that is, they are a generation that was born "in the middle" of technology and that instinctively handle any technological device from smartphones, tablets, or even computers. Looking at the studies by Manuel Castells and Gustavo Cardoso (2002), it is clear that there is an interest in the way individuals manage technology according to their interests and needs, resulting in the multiplication of the network society effect. As cyberspace is the new social habitat, the transposition of reality to the virtual world (Lévy, 2003) gave rise to the creation of virtual spaces where cybernauts could communicate with each other. Thus, virtual communities stand out with a fundamental role in the entire communication process because they result from social relations originating from the digital medium (FernBack & Thompson, 1995). According to

Recuero (2002: 222), the idea of community can be interpreted in two ways: in the first, it is identified more as a kind of association characterized by industrial corporatism, in a second way, it is more sustained by homogeneity and interpersonal relationships. In this sense, information sharing, in the context of new technologies, encouraged new forms of communication.

As Amaral (2008) points out, the online world has revolutionized society, this is because the use of technology leads people to change their behaviour, especially in the way they work, how they live and how they think about the network. In this sense, organizations also had to adapt to the digital environment, looking for new ways to communicate with their target audience. (Gonçalves, 2015: 33) In turn, integrated communication helps to clarify an organized strategy, in a uniform system, whose objective is to capture the attention of the public and create ties with it. On the other hand, as Nielsen (2000) points out, the usability given to a website becomes important, because when a user visits a website he does so intending to look for the contents of his interest and therefore, it must contain an appealing design, easy to access, with clear and simple information, providing comfortable and enlightening navigation.

It is because of this theoretical scenario that the objective of this investigation is to carry out an analysis of a website related to the way Higher Education institutions communicate before their target audience. And so in methodological terms, we chose to perform a descriptive analysis whose object of study is the website of the University of Lincoln, in England, choose the one related to its prestige being ranked 17th out of 121 educational institutions in the United Kingdom in the Good Guide Guardian Universities in 2020. So the starting point is to understand how Lincoln University communicates through its website with its target audience which will allow us to understand how the page is organized, what type of content is published and how are communicated. In this sense, this descriptive analysis will help to answer several study hypotheses about the usability of the website.

Cyberculture and communication

Cyberculture is, in its fullness, a movement that emerged in a manifestly increasing way from the end of the 70s, simultaneously accompanied the development of new technologies and that consequently in the following decade gave rise to the internet, although there is no consensus on the exact date. To understand this word, it is important to do a kind of epistemological deconstruction. "Cyber" means the connection to a science of a technological nature, as is the case of cybernetics, in turn, "culture" is everything contrary to the creation of nature, that is, it was created, developed or transformed by the hand of Man. Looking at the concept of culture, Santos adds that:

> Culture is very much associated with the study, education, school education. Sometimes culture is mentioned to refer only to artistic manifestations, such as theatre, music, painting, sculpture. Other times, when talking about the culture of our time, it is almost identified with the mass media, such as radio, cinema, television. Or culture refers to traditional festivals and ceremonies, the legends

and beliefs of a people or their way of dressing, their food, their language. (1987: 19)

The globalization process has also become important in terms of cultural expansion. According to Giddens (2013: 12) "globalization is political, technological and cultural, as well as economic. Above all, it has been influenced by the progress of communication systems, registered since the end of the 1960s". The internet has greatly helped to foster the concept of globalization, especially by overcoming geographic, temporal or cultural constraints. The concept of sociability has undergone several changes since the appearance of new technologies (Rodrigues, 2010), and as such, the internet has intensified the way how people communicate or simply interact with virtual reality. The sharing of experiences and knowledge in the socio-cultural field has undergone a paradigm shift, as new technologies interconnected in networks (social networks, smartphones, blogs, video games, etc.) (Lemos, 2004), encouraged "a new form of culture that implies a (re) configuration of social space" (Amaral, 2007: 1) and allowed the creation of virtual cultural space:

> Cyberculture can be understood as a field of experience through which this instituting factor of modern times begins to become quotidian to consciousness. The formation that underlies him refers to a set of practices and representations, through which he puts himself in the path of routine for the common man. (Rüdiger, 2008: 11)

In this sense, according to the author, cyberculture begins to be part of the daily life of society. Cyberspace is seen as the new social habitat, where people communicate with each other, as there is a transposition of reality to the virtual world:

> (...) cyberspace is a terrain where humanity is working today. It is a new space for human interaction that already has enormous importance, especially in the economic and scientific plan and, certainly, this importance will expand and will extend to several other fields, such as in Pedagogy, Aesthetics, Art and Politics. Cyberspace is the establishment of a network of all computerized memories and computers. (Lévy, 2003)

The idea of the intimacy between cyberculture and cyberspace was only possible through the appearance of the internet and the constant "massification of computers connected in a network" (Amaral, 2007), allied to the contribution of Information and Communication Technologies (ICT). As Castells says, "the internet is today the fabric of our lives. It is not the future. It is the present. The internet is a comprehensive medium, which interacts with society as a whole "(1999) and that is why the role it plays in the whole process is relevant.

Technology began to change the one-way relationship with television to two-way or even interactive communication, with the introduction of personal computers on the market. The 1980s saw the rise of the "culture of speed" or "culture of acceleration" and networks. The culture of speed has forced us to be in shape, making companies slim and acquiring a high technology lifestyle. (Amaral, 2007:

46) The alliance between technology and the internet gave rise to the idea of a "network society" (Castells & Cardoso, 2002), capable of solving some constraints, through cyberspace, allowing the convergence of different cultures and the promotion of cultural miscegenation in the same space resulting in cyberculture.

The process of migration from society to cyberspace
Following the previous point, the influence that the internet has on us is notorious. As previously mentioned, the transposition of reality to the virtual world (Lévy, 2003) originated the need to create virtual spaces where internet users could communicate with each other. "The growth of cyberspace results from an international movement of young people eager to experience, collectively, different forms of communication than those that the classical media propose" (Lévy, 2010: 11), and thus the virtual communities appear like the place of socio-political debate (Rodrigues, 2010). Using the idea of Inês Amaral (2008: 1) "Computer-Mediated Communications (CMC) and Human-Computer Interaction (HCI) appear in a context of change and reformulate the traditional communication process". It is with this expectation that a massive migration of the population to the virtual field occurs. Currently, there is a dependence on new technologies in the daily life of human beings, where thousands of people around the world are interconnected through the web, which demonstrates the exponential capacity of culture and communication. If social contact was once restricted and made physically by small nuclei or groups (Rodrigues, 2010), today, even though there is this notion, virtual communities have been instilling the 'debate' connected in a network. When we talk about virtual communities, it is important to realize, first of all, what the concept of community is based on. Although there is no universal definition, so to speak, it is understood that "the concept of community is kept here deliberately vague and consequently includes a very heterogeneous group of phenomena" (Max Weber cit in Recuero, 2002: 221-222). However, Ferdinand Tönnies (in Recuero, 2002: 222) understands that the community can consider itself something more intimate with greater proximity, giving the feeling of affection. According to Recuero (2002: 222), there is a distinction between both concepts of community, that is, the first is more identified as a kind of association characterized by co-corporatism and industrialization, while the second is based more on homogeneity and interpersonal relationships. With the new technologies and the internet, the traditional communities that knew each other through the gathering of people in places such as cafes, bars, gardens, etc. have undergone a small change, in fact, these communities still exist, however in a parallel world - that of cyberspace:

> The Internet generates an entirely abstract spatiality, which is reinforced by navigation and website (place) metaphors. Proximity is generated that has nothing to do with geographical proximity, but with representational proximity that promotes the idea of community. (Silva cit in Amaral, 2008).

Initially, its users had to adapt, acquire new knowledge and new practices, they were the so-called digital immigrants, used to simpler tools such as paper and pen. Nowadays we are faced with those that Prensky (2001) called digital natives, these belong to a generation that was born "in the middle" of technology and that instinctively from a young age easily handle the most diverse technological objects, from smartphones, tablets, or even computers. In his work "Digital Natives" Prensky (2001) describes how they are and how they behave:

> Today's students - from kindergarten to college - represent the first generations that grew up with this new technology. They spent their entire lives surrounded and using computers, video games, digital music players, video cameras, cell phones, and all the other toys and tools of the digital age. On average, a current graduate student has spent less than 5,000 hours of his life reading, but over 10,000 hours playing video games (not counting the 20,000 hours watching television). Computer games, e-mail, the Internet, cell phones and instant messaging are integral parts of their lives. (Prensky, 2001)

Thus, virtual communities result from "social relationships formed in cyberspace through repeated contact at a specific limit or location (such as an electronic conference) symbolically outlined by topic or interest" (FernBack & Thompson, 1995):

> (...) In the modern concept of public space, we are talking about a Spatio-temporal entity where citizens come together freely and have open conversations about matters of public interest. (Correia, 2002)

Therefore, there is a link between individuals and virtual reality, where "the characteristics of cyberspace, as a place where everyone can be producers and consumers of information, allow a greater openness to an opinion" (Rodrigues, 2010: 2). Thus, people come together, through virtual communities and debate on matters of public interest, addressing geosocial constraints (Amaral, 2008) adapting themselves more and more to this new ideology.

Cyberspace as a communication space
Nowadays, new technologies are increasingly inserted in people's daily lives, because their use has become so pertinent that anyone, whether for professional or personal reasons, generates, through computers, tablets, mobile devices, a collective intelligence (Lévy, 2001, 2004; Jenkins, 2006). "There is an online social revolution underway, about the use and appropriation of technology. People are changing their behaviour: they work, live and think in a network" (Amaral, 2016: 19). As Castells (1999) points out, information flows in the context of new technologies have given rise to the emergence of new forms of communication in cyberspace, promoting, in general, the discussion of the public agenda.

If we want to broaden our field of vision, we can look to the Internet as, for example, (...) an instrument of the perpetuation of old models of public administration, when the online pages of the ministries offer nothing more than the telephone contacts of services, in a logic of replacing the yellow pages, on paper, by hypertext in institutional closed circuit. (Castells & Cardoso, 2002: 31-32)

Given the idea launched by Castells and Cardoso, it is noticeable that the internet has become an important tool in the management of online communication, motivating the relationship of organizations with their target audience. According to Gonçalves (2015: 33) with technological advances, organizations were forced to adapt to this reality and for this reason, they end up outlining new communicative processes and new strategies based on the digital medium. The multiplicity present on a website is imperative, as it allows social actors to make multiple connections (Recuero, 2009: s / p) giving the possibility of interaction, information sharing, comments and debate of ideas, promoting the intense use of this technological tool that "enables synchronous, dialogical and at the same time discursive communicative process" (Saad, 2008: 313). In the context of organizational communication, there is a need for integrated communication (Kunsch, 1997) developed, especially in the areas of marketing and public relations. Their work together facilitates the communication process and provides more effective and comprehensive information. Nassar points out:

> (...) they are structured with people who work according to divisions and work processes, they depend on resources of all kinds, among which we highlight the materials, financial, marketing, scientific, technological, historical, communicational and relational. (2009: 62)

In this way, integrated communication works, essentially, in a uniform system, the content of which must be very attractive, capable of arresting the public and creating a strong connection with the consumer. Looking at the context of Higher Education, it is increasingly clear that educational institutions such as Colleges, Universities or Polytechnic Institutes try to promote their image with the aim of "differentiating their products from the public and aiming to conserve or increase a clientele that is no longer taken for granted". (Suarez; Moreira; Carrapatoso, 2006: s / p) However, the construction of the image in addition to physical (through billboards, pamphlets, posters, among others) started to be done in the virtual context "as the means to privilege in the scope of communication institutional" (Suarez; Moreira; Carrapatoso, 2006: s / p). Knowing then the potential that the internet offers in the dissemination of informative content, it is also known that its audience is varied, which becomes relevant, in the case of educational institutions, "identifying which ones they are, assessing the relevance of each one, the weight they represent in the organization's need for communication and what language to use for each of them" (Suarez; Moreira; Carrapatoso, 2006: s / p) as well as realizing the strengths and weaknesses of these institutions at the time of creating a website and work on the communication model to be offered to the public:

> The construction of an integrated and coherent website with a good corporate image of the organization in question is a step that tends to be neglected in higher education institutions, although it is certainly not more difficult to implement than in other media and channels. (Suarez; Moreira; Carrapatoso, 2006: s / p)

According to the perspective of Nielsen (2000) when a user visits a website to search for the content, organizations (institutions, in this case) must pay attention to the design of their page, whose objective is to facilitate the user's navigation. It is given this aspect that we consider the usability of a website to be important, as it turns out to be "fundamental to know the difficulties and needs felt by the target audience when using the website" (Suarez; Moreira; Carrapatoso, 2006: s / p). In this scenario, we need to understand the image and usability of the site, in this particular case, of the University of Lincoln in England.

Methodology

In this article, the object of study is the website of the University of Lincoln in England to understand how it communicates with its target audience, which in this case are young people over 18 years old. This university was chosen due to its prestige, being ranked 17th out of 121 educational institutions in the UK in the Guardian's Guide to Good Universities in 2020. Besides, it was also awarded Gold in the Teaching Excellence Framework (2017) thanks to its excellent results, it also established an international reputation for the quality not only of teaching but of research in areas such as cancer treatment, water conservation and low carbon technology. So the following starting question was defined: "How does Lincoln University communicate through its website with its target audience?". This starting question aims to understand how the page is organized, what type of content is published and how it is communicated. This is because, with the evolution of technology, the internet offers us a variety of possibilities and it is necessary to know how to adapt them to each audience. Bearing in mind that these students are those who can already be called digital natives, that is, they were born in the digital age and completely dominate new technologies, it is crucial to know how to communicate through digital to be able to capture their attention while offering them the support they need. Also, the following study hypotheses were also defined, which allow us to be more specific:

H1 - The website is simple, clear and intuitive.
H2 - Communication is done through diversified content.
H3 - The website encourages sharing on social networks.
H4 - It is possible to access the site through mobile devices with the same quality as through a computer.

To be able to answer all these questions, a descriptive analysis of the content and usability of the website will be made through navigation and exploration of the same.

Communication through the institutional website - Analysis of the Lincoln University website

The Lincoln University website can be accessed through the URL lincoln.ac.uk and, when entering the page, we immediately see a tab bar and a highlight that changes automatically between two events that will take place. In the tab bar, we find the university logo that allows us to return to the home page and the following tabs: "Research", "Study With Us", "Student Life", "Business Engagement" and "Alumni"; also, it also presents a search box. Right after that, we have the aforementioned highlight of two events that automatically merge and that allows access to more information, one being a student's live and the other the virtual open days. Then, when scrolling

down, we can access about 20 different contents in which it is possible to learn more, subscribe or join them. The first content that emerges is about the most recent "Black Lives Matter" movement following the protests over the death of a black man allegedly asphyxiated by a policeman in the United States, in which the university marks its position of solidarity with the motto "Union and Respect "with a black background image. Next, we can view content related to the atypical moment that the world is experiencing because of the most recent world pandemic that tells us about teaching and learning during COVID-19, indicating the preparations for the next school year. Thanks in advance to these two examples of the contents that appear on the home page, we can see how the university is on top of events, which marks a position in the case of the first article, and which quickly seeks solutions to ensure the success of teaching also that it adapts in the way of communicating and developing events as it is possible to verify in examples of articles below with the promotion of open days online since it is not possible for students to go to the university as usual.

Along with the page, there are other contents such as online conversations on different topics and with different guests, talking to students, post-graduations, concerns about sustainability, live question and answer sessions, a creativity festival, articles on teaching award-winning, world-leading research and excellent postgraduate perspectives, nursing students who are helping the national health system to combat COVID-19, research, promote friendship and contact among colleagues through other means at a time in which you cannot live together, the opening of applications for the next school year and also on a quiz that is made every week.

After these informative contents, a small text appears explaining why Lincoln should be chosen, accompanied by a promotional video from the university. If the user wants to know even more information, there is a link for that purpose that takes him to a more detailed page. Soon after, a calendar with university events appears in a format similar to an online cultural agenda that gives the possibility to consult more events, two more articles appear, one about the university laboratory and another about the position about the pandemics and the news.

At the end of the page, we find what we can call a footer with the site map with all the contents, which facilitates the search for specific information. It also has links for accessibility, contacting the university, legal, privacy, legal notice, freedom of information, social media icons (Facebook, LinkedIn, Instagram, Twitter and YouTube), contact and address. It should be noted that the footer of the page and the tab bar can be accessed through any of the tabs that are accessed. When you move your cursor over the "Research" tab, which means research, a new menu appears with the following options: Showcase, Facilities, Centers, Ethics and Integrity, 21st Century Lab, Student Research, Research Studentships, Public Engagement and Support Our Research, this menu is just a way to facilitate the search for specific information. If we simply click on "Research" we will find some of that content there, once again using highlight boxes always illustrated with images and small texts that give an idea of

what it is about, it also deserves mention for the existence of a video and news that are about research.

In the same way, placing the cursor over "Study With Us" which means study with us, a new menu appears that is divided into six new subcategories. The first called "Study With Us" is aimed at young people who are deciding the future of their school, giving reasons for choosing Lincoln, information about the university, initiatives such as open days and the virtual classroom, the mission of the university, colleges, schools and the library, opportunities, COVID-19 time teaching and contacts. The second "Undergraduate" provides the necessary information for those who are going to apply for a degree, namely courses, scholarships, fees and financing, open days, accommodation, important details of the entire application process, information for the holders of offers and everything you need to know.

The third subcategory "Postgraduate" is about master's courses, in which it presents courses, open days, fees and funding, online master's degrees, research grants, the community and all the important information. The fourth subcategory "Professional Development" is aimed at people with training and shows short courses, online master's degrees, distance learning, programs for military personnel, and some specific courses. The penultimate "International Students" is aimed at international students and gives reasons for choosing Lincoln, informs the entry requirements, country of origin, fees and scholarships, the international study centre, information for holders of offers and contacts. The last subcategory "Information For" is with information for certain groups, including parents, teachers, applicants, students, employees and information about registration.

If we choose to click on "Study With Us" as soon as the page opens, a picture of the professor and vice-chancellor Mary Stuart appears, followed by a message directed to future students with a very direct speech that makes the user feel that that message is for him. It is also possible to find links to some of the themes that appear in the aforementioned subcategories, such as courses, why choose Lincoln, open days and visits, the international community, among others, and also buttons that direct to the university's social networks. Continuing with the cursor on the separator bar, "Student Life" appears, which, like the previous one, is subdivided into categories. The first called "Student Life" presents contents such as campus, friends for life, good lives, student life blog, studying abroad, sport in Lincoln, school calendar, open days, Student Union and the coffee club. The second category "Discover Lincoln" is about the city and makes it known through points of interest but also about what is going on in it. The third "Accommodation" talks about accommodation and starts by having an option called a home away from home and presents the accommodation options and the map, as well as what needs to be done to deal with the accommodation. The penultimate subcategory "Support" is related to the support and support that students have, divided into four themes: support in Lincoln, international, learning in Lincoln and future career. And the last "Information for" again presents content aimed at certain groups such as parents, teachers, employees and students. By clicking on the tab, we are

directed to a page with several photos of highlights of some of the contents present in the subcategories accompanied by short texts, besides, it is also possible to view a video and access the university's social networks.

Going to the next tab "Business Engagement", placing only the cursor over the words, automatically appear the options for industry links, consulting, events, business start-up, learning, team development, recruitment, hire a location and access to finance. This tab is related to the support that the university provides to organizations and companies and when we click on the tab, we are directed to a page with several highlights accompanied by images and small texts and it starts with the emphasis on the importance of helping. more than ever due to the COVID-19 pandemic. We can also view a video and contact details in case you are interested in requesting university support for an organization or company. Finally, the "Alumni" tab is intended for former students, and with just the cursor over it appears the already usual submenu with the following categories: The Alumni Network, benefits and services, honorary graduates, events, success stories of former students and how to support the university. When entering the tab, the logic is the same as the others previously analyzed, some highlights appear with images and accompanied by small texts, at the end of the page we still find the links to the social networks of former students and the contacts to the students' office.

In short, the way the site is organized is always the same, clicking on the tabs we find highlights with photos and short texts, links to social networks, contacts and videos. When we just move the cursor over the tabs, a submenu appears with subcategories that facilitate the search for a specific theme. We also believe that the website has a simple, clear and very intuitive organization, in addition to not only focusing on the institution's students, but taking care to have enlightening information for future students, but also remember those who have already completed their courses. Besides, it is important to highlight how the institution uses its website to mark its position about current issues, how it seeks to adapt during a global pandemic and manages to respond quickly using the same to communicate and also the fact to be updated and so on top of events.

To conclude these final considerations, we emphasize the fact that it is a responsive site, that is, it adapts to the size of the screen and this is a very important feature considering that its audience is those we have already referred to as digital natives and usually use devices with different screen sizes than computers, such as smartphones or tablets. And, as a less positive point, we verified that there is no incentive to share content on social networks, except for videos but that have it as a default of the platform where they are hosted, YouTube.

Conclusion
Before conducting this research on how the University of Lincoln communicates with its target audience through its website, there was a need to frame some theoretical aspects. Thus, the appearance of the internet has shown how there has been a change in the way society lives and

interacts today, there are greater ease and accessibility in communication, especially concerning space and time constraints, which are now overcome with communication in the digital environment. Something that only happens with the constant migration of individuals to the online environment in new social spaces, with new tools that enable their use for personal and professional purposes. As Castells and Cardoso (2002) argue, society is connected in a network where they can supply their needs. On the other hand, cyberspace is now the new social habitat and it is from there that there is a transposition from the real world to the virtual world (Lévy, 2003) where cyberculture and virtual communities, in turn, gained greater expression with the development of the internet. Within organizations, they adopted a posture based on integrated communication to create a joint strategy which facilitates the communication process and provides more effective and comprehensive information. On the other hand, usability is crucial for the communication process through the digital medium to be efficient. With the analysis carried out it was intended to understand, in methodological terms "How does Lincoln University communicate through its website with its target audience?" to understand how the University of Lincoln website is organized, what type of content is published and how it is communicated with its target audience, in this case, students aged 18 and over. For this, we use a descriptive analysis of the website with a model based on study hypotheses.

When the first hypothesis of study "the website is simple, clear and intuitive" was launched, we verified by observing that its organization is simple and clear, which allows for easy and intuitive navigation. The second study hypothesis was to understand if "communication is made through diversified content", it was therefore found that there is different content for both the students of the institution and for future students, through careful and clarifying information, in addition to the present it is relevant in this case, as the institution uses its website to mark its position concerning current issues, such as COVID-19 and can give a quick response while being on top of events.

As for the third hypothesis "the site encourages sharing on social networks", it appears that there is no incentive to share content on social networks, except for videos, but they have it by default because they are hosted on YouTube. Regarding the last hypothesis "It is possible to access the site through mobile devices with the same quality as through a computer" we verify that it is measurable because the fact that it is a responsive site, adapts to the screen size, a characteristic very important considering that your audience is represented by the generation of digital natives and usually use devices with different screen sizes than computers, such as smartphones or tablets.

As a curiosity, it is noted that the University of Lincoln has very interesting usability of its website because the way it allows easy navigation with diverse contents shows that the communication process is worked regularly, something that should encourage other institutions following the same model, since the internet, nowadays, is the most used tool to communicate.

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