Can it define what is content from the information management?

Edgar Serna M[1].; Roberto Guevara C[2].; Alexei Serna A[3].

Abstract. In a world where everything is apparently content, really grabs attention how little is known and acknowledged about the meaning of this term from the information management. For this reason, many researchers ask themselves what a content is, and they have good reasons for that because everywhere people talk about the management of contents, content development, and content strategies, but unanimous criteria have not been achieved. In this article, a reflection on this subject is made and a definition for this term is proposed, also is proposed a classification based on its specific objective. Some features that necessarily must meet a good content and a good content creator are described.
Keywords: Information; Documentation; Information management; Interactivity; Social networking.

[es] ¿Se puede definir qué es contenido desde la gestión de la información?

Resumen. En un mundo donde aparentemente todo es *contenido*, realmente llama la atención lo poco que se conoce y reconoce sobre el significado del término desde la gestión de la información. Por esta razón muchos investigadores se preguntan qué es un contenido, y tienen buenas razones para hacerlo porque en todas partes se habla de la gestión de contenidos, del desarrollo de contenidos y de las estrategias del contenido, pero todavía no se ha logrado unanimidad de criterios acerca de qué es. En este artículo se presenta una reflexión sobre este tema y se propone una definición para este término, también se plantea una clasificación basada en su objetivo específico. Se describen algunas características que necesariamente deben satisfacer un buen contenido y un buen creador de contenido.
Palabras clave: Información; documentación; Gestión de la información; Interactividad; Redes sociales.

Sumary: 1. Introduction. 2. Methodology. 3. Results. 4 Research contribution. 5. Conclusion. 6. References.

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[1] Corporación Universitaria Remington. Facultad de Ciencias Básicas e Ingeniería. Medellín, Antioquia
     E-mail: edgar.serna@uniremington.edu.co
[2] Corporación Universitaria Remington. Facultad de Ciencias Básicas e Ingeniería. Medellín, Antioquia
     E-mail: roberto.guevara@uniremington.edu.co
[3] Corporación Universitaria Remington. Facultad de Ciencias Básicas e Ingeniería. Medellín, Antioquia
     E-mail: alexei.serna @uniremington.edu.co

1. Introduction

It is accepted in a generalized way that using contents is important in different contexts and that when contents are properly designed, developed and evaluated they can have better levels of acceptance and they can achieve its intentions more clearly (OADE, 2008). This is because in this way contents catch the attention of the target audiences because their use promotes creativity and intellectual activity, they guide processes, makes easier their evaluation and control, and allows both individual work and team work for the participants. When the contents are designed and created in function of objective intentions and ultimate goals, according to acceptance rhythms and to capabilities of the users and through processes that innovate on materials and traditional contents, the results are widely achieved and is possible to evaluate the results regarding the achievement of the intentionality. In addition to this, the technological developments and the social increasing reliance on their products results in an environment in which are needed resources that make easier a better use of them by the interested people.

The Information and Communications Technologies (ICT) have become important tools for communicational and educational processes, in which they are widely used as mediators between the existent knowledge and the target public (Waldrow, 2012). In the current Information and Knowledge Society, most of the activities of people have a high dependence on the technological developments, and their products are a crucial part of the solutions for their problems. Besides, to achieve the objectives of promoting the use and exploitation of the ICT and the objectives of disseminating and optimizing the technological developments, the different actors realized that was necessary to work in parallel in the design and divulgation of contents. However, although is recognized its importance and underlying preponderance, the contents still have deficiencies and do not properly satisfy the requirements of reliability. In many fields, they have achieved leadership and are disseminated principles and methodologies to make the best use of them, but still, they neither have a general acceptability nor demonstrate the achievement of the ultimate goals (The Rockley Group, 2008; Newman, 2011).

Being able to design contents, regardless the field and the target audience, with proper levels of reliability and maturity, integrating principles of interactivity and principles of agile practices in order to optimize the use of ICT and the use of technological developments, and that in addition to this we can evaluate the level of achievement of the objective of the design is a need for this society (Hargitaii; Walejko, 2008). The contents designed in this way could be economic, transportable and transdisciplinary, but above all, they could be integrators of knowledge. This could be an advantage because the target public could use them in their processes, such as the education, the marketing, or the data dissemination, and the people would have a technological development that really allows them satisfying their specific needs (Serna; Londoño, 2015).

In this article is presented a reflection on the meaning, usefulness, and potentiality of the contents. Starting from understanding the meaning of this term, some classifications found in the literature are described and some characteristics they should have to be considered of good quality are presented. This work is derived from a research project whose objective is proposing practices in order to structure, develop and evaluate contents, with a vision based on interactivity and agile.

2. Methodology

To develop this review, it was applied the methodology proposed by Serna (2016). In the process were defined three research questions: 1) what it is understood in the literature for content? 2) What is the basis for proposing a classification for contents? 3) Which features a good content must have? The search was performed in the following databases: ScienceDirect, ACM Digital Library, Scopus, and Web of Science. It was searched the term Content(s) combined with the terms definition, description, types, categories, kinds, taxonomy, best practices, effective development, property, methodologies, first in the title or abstract. Due to the low number of works found in this preliminary review (11), it was decided to search the same combination of words in the content of the publications, and at the same time were included websites with an acceptable level of credibility and rigor. By applying this method were selected 48 works including articles, books, works in events and websites. To this population, the sample was applied the inclusion/exclusion criteria (thematic pertinence, author's relevance, focus, quality of results, practical application, and others) in order to determine if the content contributes to answering the research questions and to the achievement of the goals set in this review. After this procedure, we get 28 works, and after performing a quick reading and applying the concepts of quality in order to determine the value of each of them for this research the final sample was constituted by 26 works.

3. Results

3.1. What is understood in the literature for content?

Different researchers ask themselves what is a content, and they have good reasons (Warren, 2003; Correa; Jeong, 2011). Nowadays that around the word people speak of content management, content development, and content strategies, apparently, all is content. In the production and publication of media the content is the information and the experiences which provide value to a final user or target objective (Odden, 2013), or is something that is going to be expressed through a medium, such as speech, writing or any of various arts and technologies (http://dictionary.reference.com/browse/content); but it is really difficult to find a general and precise meaning for this term.

For many people and consumers, content is a terrible word that encompasses everything (Tacchi; Watkins; Keerthirathne, 2009). At the beginning, we only have the now omnipresent User Generated Content (UGC), but now the net is full of contents; the TV programming is full of content; the radio stations use the content to complete the transmission time, and all the newspapers and magazines are full of contents. Content is everywhere. Content, in the same way, that many words, began as something specific in the industry, in which the marketing talked of the contents produced for its projects (The A Group, 2013). However, little by little content has become into one of these words filtered outside the boundaries of the industrial context and that penetrates the society. Thus, nowadays the websites talk manifestly of content in regard to their users, especially when invite them to upload pictures, audio or video. But also, this word listens when is spoken and used with the same sense in radio and television (Orbe, 2008).

The word content comes from the Latin *contentum*, the neutral past participle of *continere*, which means to contain. Dictionary.com defines this word as substantive information or creative material viewed in contrast to its actual or potential manner of presentation. Therefore, why this term causes trouble? Is a word that it not easily replaceable in the context in which is used, because it can mean many things: video, audio, text, images, or its combinations. Like a mishmash, it does not have a defined purpose and is needed to place it outside art in this thing. If an essay about a subject is written, is a carefully well-prepared piece of literature or is a piece of content? If a new song is composed, is simply a little of content that has been done? If a film is made, is simply putting together some contents? This is why the word content is somehow derogatory because it does not consider the thinking, the time, or the creativity (or the lack of creativity) involved in the production of a play. Probably is not helpful the fact that the term sounds a bit like construction, because when somebody talks of content, maybe in a website, is like if he were trying of stacking piles of something to quickly configure another something, and building it in order that people can read it, see it, or listen to it. This sounds like an impressive piece of craftsmanship, an air block, because there is no way of expressing the real thinking about the quality of what is made, and only persists the belief that it is needed to attract readers, viewers, or listeners (Eridon, 2011).

Apparently, all is simply economy and of course, this is what media industry is about. That is good because we live in a capitalist world, but without a doubt, it would not be better if we care about more than just how to fill gaps? And this is the problem with the word content nowadays because it suggests an attitude in which is just required to take the most profitable way to fill these gaps. This is not cheap idealism because we must be conscious that television editors are trying to fill the gaps in their schedule in the most economically profitable way. Besides, they need a figure of audience enough to keep their jobs and obtain the maximum advertising value associated. Yes, they have to maximize the audience, but that is different than being concerned about the shows they make. Maybe in this cases, content could be an exact term to define padding. While the interest of marketing and media have widely adopted the term content, some authors complain about the inherent ambiguity of this term (Bowie, 2009; Baskin, 2010), some state that

devalues the work of the authors (Stallman, 2009; Baskin, 2010) and others argue that it makes too much emphasis in the work of the authors (Mower, 2007).

For this reason, is needed to improve the appraisal of this term, by means of an irrefutable demonstration of its importance and usefulness, through solid processes oriented towards content creation which could confer seriousness to the word, or invent a new word to express the fill of empty spaces. In this way, when the term content listens, it would be possible to erase the picture of a builder stacking bricks in a wheelbarrow because there is has a hole to fill. The main source of these factors comes from cognitive psychology, linguistics and the philosophy of language and philosophy of the mind. Although these fields present particular approaches for content or meaning, which can be mutually contradictory, the more general questions that emerge, however, apparently can be applied to the results of any theoretical analysis on the meaning of the word content (Franks, 1999).

3.1.1. Content value

Therefore, content can refer to provide information through a medium, the way in which this information is presented, and the added features included in the medium in which the information is delivered. The medium, however, has little value or no value for the final user without the information and the experiences constituting the content. In communication theory, the philosopher Marshall McLuhan (1994) coined the famous phrase that the medium it is the message. In the case of content, the channel through which the information is delivered affects the way the final user perceives it, that is to say, the message.

The author, producer, or editor of an original source of information or source of experiences can be or cannot be directly responsible for all the value they achieve as content in a specific context. For example, a fragment from an original article (a headline from web news) can be incorporated into another web page that shows the results of a search engine, grouped with the headlines of others publications of news and related advertisements. The value the article has within this group of results as a medium can be very different than it had as original content. A content also can lead to other people to create their own content, sometimes in a different way than this done by the original author or in a way he could not plan or he could not imagine. This feature added as an option of innovation in a medium means that the users can develop their own content from the existent contents.

An important matter is that content must maintain its coherence all the time (Lenhart; Fallows; Horrigan, 2004). That is, maintain the message solid while is given flexibility to it in order to create multiple shapes that optimize the achievement of the purpose. This is important as a strategy for content development, because it helps the target audience to take it and give it a better use, and it helps to work in new ways for new mediums going beyond their original purpose. Assuming the agile principles in order to structure and design contents, the recommendation is, to begin with almost anything, except for the details (Cedergren, 2003). To specify the main idea and right after to design a sentence or paragraph for each detail; continue with imagination and making, and this is all, we

have a structured content. From there we start to refine the design with solid and documented reviews. For example, in the development of an educative content we must think beyond where it is held and beyond simply posting online slideshows, and to include a plan in order to create a set of materials that extend the value of the content:

- Producing a set of ideas for mediums and ways of additional contents.
- Filtering the ideas based on the acknowledgment of target audiences, based on their needs and preferred media.
- Selecting a direct diffusion medium; imagining the questions and concerns that can emerge; projecting the updates and/or modifications; considering exchange sites, and calculating their lifecycle. All this will confer miles to the content.

As a result, we have a set of additional material of pieces of content that extend its value and widen the diffusion of the original content through several assets. This range of assets creates a coherent set of materials that allow reaching a wider target audience through multiple mediums. This strategy diminishes the time for approaching content because they have the original content as a starting point and only are needed minor revisions of the modified material (Goliger, 2012).

3.1.2. Effects of the technology on the content

The value of a content itself is what the final user derives from it. Traditionally, the content has been edited and adapted for a target audience to the news editors, the authors and another kind of creators; however, not all the information of content requires creative authorship or edition. By using the last technological advances, the new developments allow the instantaneous movement of information from and to all the corners of the planet at the same time (McLuhan, 1987), which has caused that the world is considered as a global village because of technology (McLuhan, 1994). These new technologies can register events in any place, and publish them and transform them with the purpose of reaching a potentially global audience. These events can be recorded or transmitted and therefore they can be referred as content, thus they do not merely result from reliable sources; new technologies have become the main content sources easily accessible for everybody. Besides, new parameters of comparison and validation result, for example, a video of a politician presenting a speech in comparison with an article written by a reporter that witnessed.

The production media and delivery technologies can potentially increase the value of the contents to format, filter and combined original sources to new audiences in new contexts (Nichols, 2012). The biggest value of a particular source of content for a specific audience is often found through such electronic re-elaboration, due that its time is real and dynamic and that meet the tendencies that drive their interest. The contents stored for a possible subsequent use in its original form, because is required more emphasis in the playing speed, reuse, and

redistribution; which has resulted in many editors and producers changing its primary function and becoming fewer content creators but perform more content transformations. In this way, currently, the institutions that focused on publishing printed materials, now are publishing databases and software in order to combine contents from several sources for a bigger range of audiences (Sverdlov, 2012).

3.2. What is the basis for proposing classification for contents?

This is another issue that generates controversy and analysis regarding the subject of contents, and when reviewing the literature and the primary sources is very difficult to find a generic proposal about how to classify contents. Besides, the authors, the industry itself and the users have their own arguments and realities to propose taxonomies about it. Below is presented a summary of some proposal found in this research.

Table 1 shows the taxonomy proposed by Kolbitsch and Maurer (2006), they consider than most of the contents created by the users are based on the hosting services which provide an online space to access them. Often, they are tightly related to specific distribution platforms, that is to say, comments disseminated in blogs or videos broadcasted in online sharing platforms. Thus, and as conclude these authors, the contents of users and their distribution platforms are difficult to dissociate. We also must consider those participatory web technologies, which are often used for these contents, they also can be used to listen traditional media, other commercial content or even educational content. In addition, many companies use these contents for the purpose of keeping their employees informed about the information produced by companies, about their new products and about strategies or about the progress of the projects.

Table 1. Contents created by the users (Kolbitsch; Maurer, 2006)

Content Type	Description	Distribution
Text, novel, poetry…	Original writing or by editing other text.	BoingBoing, Engadget, LiveJournal, MSN, Spaces, CyWorld, Skyblog, Wikipedia, PBWiki, JotSpot, SocialText, Writely, FanFiction.Net, Digg, del.icio.us, iTunes, FeedBruner, iPodderX, WinAmp, @Podder, MySpace, Facebook, Friendster, Bebo, Orkut, Cyworld, Second Life, Active Worlds,
Pictures or images	Digital pictures published online, or created or modified.	
Music and audio	Recording and/or edition of audio content distributed in digital form.	
Video and movies	Recording and/or edition of video content and its publication.	
Citizen journalism	Journalistic reports about current events which are made by citizens that describe the news and they take pictures or videos that publish online.	
Educational Content	Material created in schools, universities, or having an educational purpose.	
Mobile content	Created in mobile phones or other wireless	

	devices and generally sent to others users through MMS, e-mail or published online.	Entropia, Universe, Dotsoul, Cyberpark, Digital Media, Project
Virtual content	Created in the context of an online environment or integrated on it; some virtual worlds allow contents to be sold; games created by users.	

According to Fernando de la Rosa (2013), in different spheres and communities much has been said and argued about the importance of the content. However, despite the useless debate about whether the content is the king or not (Gates, 1996), he proposes a structure to build a coherent strategy of classification. According to this author, the contents can be classified based on different views, as shown in Table 2, and each classification collected in his scheme has a unique meaning.

Table 2. Content typologies (De la Rosa, 2013)

Types	Description
By intention	Has been created or selected because it transmits the values of a brand, communicates the features of a product, talks about the experiences of the consumers, or focuses in the brand territories for which is searched that consumer associates the purpose.
By format	Such as images, text, audio, video, audiovisual content, links to other websites and interactive formats.
By result	Created with the objective of achieving a result with the target audience: such as to inform, entertain, call to action or to participation, or to inspire.
By authorship	Can be of own authorship, in collaboration with others, selected, generated (UGC), or from repercussions when registered in a media.
By rights	That can be temporarily or permanently ceded, or be restricted under a series of rights through Creative Commons licenses.
By utilization	It means, if they have been used previously or not, and can be used, recycled, or frozen.
By temporality	In this case, they would be synchronous (costs more watching them live), or asynchronous (they have the same value independently when they are watched).

According to Alfredo Ruiz (2014), the content is everywhere on the Internet, therefore is not easy classifying it by typologies. This author proposes to do this based on three perspectives, as shown in Table 3. Besides, he also proposes an approximation in function of how creation is made: 1) editorial, the produced personally; 2) own authorship, such as the comments of news; and 3) automated, such as Google's answer pages, or an insurance comparator. Complemented whit the format (text, video, image…) and the platform of publication (Facebook, Twitter, Pinterest…).

Table 3. Perspective for contents (Ruiz, 2014)

Perspective	Description
As a product	This is the result of an author's work as redactor, editor, creator, etc., presented in a web article or in a YouTube video.
As a process	Is about understanding content as a productive process with factors such as the preparation, the diffusion plan, the maintenance protocols, etc.; elements that will configure the content strategy.
As culture	Is about accepting that the content constitutes the central axis of the activity and that everything focuses on it. It is about improving day after day the access, making easier its diffusion and showing it the best way possible.

Vilma Núñez (2015) opine that there are many types of contents, but that traditionally the same are mentioned or that there is a confusion between formats (pictures, text, and video) and types. In Table 4, the proposal of this author to classify the kinds of contents is described.

Table 4. Types of contents by orientation (Núñez, 2015)

Orientation	Types	Objective	Examples
According to the channel	Social media	Getting known To inform To comment	Videos, pictures, text
	Blogs		Gifs, lists, graphics, interviews, reviews
	Web		Webinar, landing, tutorials, magazines, guides
According to objectives	Attraction	Content, advertising, presence	Post blog, EBook, post in RRSS, Advertising, videos, pictures
	Knowledge	Search, education, acquire	Tutorials, guides, reviews, landing, courses
	Consideration	Content, comparison, evaluation, attention	Webinar, studies, reviews, testimonials, rating, cases
	Sale	Sale, positioning	Attention, resources, chat, contacts, offers
	Loyalty	Incentives, purchasing	Presents, exclusive, discount, offers

3.3. What features must have a good content?

In order to answer this question information was found on many websites, but none of them met the quality requirements established in this research for this type of results. In part, because are personal opinions without any experimentation or validation and without monitoring of the same. This result in making the decision

of contributing it as a proposal of the research team for the discussion about. The results are presented in the analysis and contributions section.

4. Research contributions

The strategy of the contents has gained acknowledgment and attention during the last years, which is forcing the institutions to rethink this matter and the way of applying them and improving them. In this research was found that most of the community is starting to understand that the content is an asset that requires a strategy, a plan and a long-term vision. In the past, the interested people were mainly focused on converting the contents in incomes; but currently, more people and institutions recognize that, independently of whether are sold or not, they continue to be an asset. Besides, owning multichannel nowadays to disseminate them is no longer a necessity but an obligation, because it was discovered that this catches people's attention and thus people interested is attracted, at the same time that is acquired experience on contents. Many institutions use successfully this power in channels such as the Internet, the mobile communication, the stores and online apps, among others; and different content management systems allow inserting them all at once in several platforms. All this is enabling a significant growth in this field.

One of the most radical changes found in this research is the concept of a consumer as own editor of contents. This is made easier to a great extent by a global village that has evolved to the point that nowadays the communication with any person, in any place and at any moment is achieved almost immediately. Another change is the increase of the contents generated by users (UGC), through which the consumers can intervene on the brands and express its perception about them. In addition, there has been a massive growth of the technologies, and one of its more recent manifestations is the immersion. This technological development allows the user, for example, to drag and click the videos from a unique 360° perspectives. This also can be found in video games and on TV, where there is a high degree of interaction with the user.

In general terms, it could be said that the work in this field is permanent and that increases each day but deserves special attention the little research performed in databases, that is to say, in subjects such as a wide and accepted definition and an updated and validated classification. As affirmed by Vilma Núñez (2015), the community tries to opine and spread, but the lack of a solid and structured research processes results in confusion regarding the principles. In order to achieve wider acceptance and create a corpus of solid knowledge, is necessary to stop publishing opinions without a solid and demonstrated basis, and start to execute researchers with unifying purposes and consolidated contributions. In this sense, below are presented the contributions that, based on the results of this work, the research team wants to propose for discussion in the community. These contributions are part of a bigger project which objective is to collect the good practices of agile and those of interactivity in order to design contents.

4.1. Content definition

In order to be specific and to contribute to this debate, for this research is accepted that content: *is the information presented with a specific purpose to a target audience and through a media and a way*. This definition is based on the keywords that constitute it: information, purpose, target audience, media, and shape, whose explicit identification and optimization are essential for a successful communication and for achieving the ultimate goal of content:

1. *Information*. What idea is going to be communicated? The information is the combination of the more important ideas that target audience needs to know, besides of the key details that support those ideas, such as evidence, explanations, and examples. In general terms, the information is constituted by 1) main idea, that is to say, the most important information that the target audience must know, constituted by a complete phrase that can be used as the exposition opening, and 2) key details, which are the examples, the explanations and the evidence that support the main idea.
2. *Purpose*. Why is this being done? What is supposed to think/to do/to feel the target audience? The content is more successful when is designed to achieve a specific goal, and to achieve this goal in an explicit way is necessary to develop contents echoing the target audience. The purpose is constituted by 1) to imagine: what is exactly what has expected the target audience think and often is related to the main idea but it goes beyond of saying to the audience why is important, which can be a good beginning or a disastrous ending, and 2) to make: what is exactly what has expected that the target audience does. What is supposed audience would like to do? Doing it well can be a successful opening, but doing it wrong can be an unfortunate closing.
3. *Target audience*. Who is the consumer the content is to be presented? Frequently are created contents without evaluating and understanding in depth this audience, this is why target audience must be explicitly identified, their concerns and questions. Here we found the relevance and the echo of the designed content: 1) target audience, that is to say, the people, kind of people or groups being the target of the content, because knowing the user of communication allows orienting the details of the content, and the tone and the purpose of it, and 2) anticipating the questions, because is necessary to imagine the possible questions that target audience could ask regarding content; and although is not possible imagine all the possible questions, we must consider all causes and consequences of the key details of the purpose.
4. *Media*. How is going to be delivered the content to the target audience? Because we have already a good knowledge of the target audience is convenient to explore all the media this audience uses. Is advisable to filter the purpose in order to identify the degree of usefulness of the media to achieve this purpose, and then to apply a destination filter in order to reduce the possibilities of the media that have bigger efficiency with the audience we want to reach.
5. *Shape*. How will be presented the content in its final state? With the selected media is chosen the type and the most optimized shapes to spread the word.

In the design, we have to involve issues such as a type of content, necessary technology, size, and style, in such a way that really have an influence and catch the attention of the target audience. Because if the right shape is not chosen, the information and the purpose will have little importance.

4.2. Content classification

This is another contribution of this research to the subject of contents and according to the objectives of this research, below is proposed a classification according to the specific objective of the content. Classifying contents in this way meet the requirements of the designers in the sense of having a guide that provides them guidelines before starting the creation process. In Table 5 is described the classification developed.

Table 5. Classification of contents according to their specific objectives

Purpose	Description
To inform	Provides to the target audience the necessary information to make decisions, to travel, to visit places, to trace routes, to exhibit, … they are dynamic, interactive, and bright and are presented in multiple scenarios and media.
To educate	Oriented to deliver information giving to target audience the option of transforming it into knowledge. These contents are sober, elegant, captivating, and serious and that information can be validated and evaluated in many ways.
To sale	Present data, information and figures searching that the target audience choose, among a great number of products, which of them buy. These contents are bright, honest, sticky, they do not have much text, they are interactive, animated and continuously are updated.
To promote	Although can be confused with sale contents, these contents are oriented to show a person, a city, a country, a natural place or natural specie, therefore they search to protect or simply catch people's attention. They are romantic, have sound, they are poetic, and animated and stay in time.
To raise awareness	Mostly these contents search to raise in the target audience sensations of responsibility and feelings regarding a situation or fact, for example, the cleanliness, the culture, the respect or the citizenship. They are sober, serious, clear, direct and agile; besides, they have a life cycle of half time.
To evaluate	When a service is provided is advisable to know the opinion of the target audience about it, and the very objective of these contents is to allow this. They are elegant, direct, without ambiguities, short, with little text and agile.
To opine	Such as the different walls in which the people express their opinions, these contents allow people to do this most widely. These contents are serious, have edition, they are not rude, they are diverse and have

	censorship.
To buy	Provide to the target audience a means to satisfy their specific needs, therefore these contents must be bright, open, allowing promotion, and interactive and get to a wide and specific range of sellers.
To Gather	These contents break geographical borders and call to the meeting and the consistency of a characteristic target audience, such as a family, a culture, a movement or a belief. They are elegant, controlled, and responsible, delimited and have global coverage.

4.3. Characteristics of a good content

For the companies, the institutions and even for many people, the content is the driving force to be found in a context. Thus, is important to be aware of the potentialities that can provide this tool. But, what a good content is? This is another question which is very subjective because for some people this can be wonderful, but for others is probably this will not have meaning nor importance. It would be ideal to recognize to whom it is addressed, that is to say, to recognize the target audience, which is increasingly difficult because of the level of the demands and knowledge of the new generations. The reason for some have more success than others, is because they are effective. Therefore, a good content must be convincing; it must meet what it offers, it must be convenient and efficient. This means that it must have a delicate balance to send the right message to the right persons, at the right moment, which is achieved by establishing credibility and authority, by creating similarity, and maybe the most important, by reducing resistance. Thus, the importance of creating good contents, however, is easier to say this than to do this. In Table 6 are described some characteristics that must be achieved if the objective is to design and to develop good contents.

Table 6. Characteristics of a good content

Characteristics	Description
Thought provoking	A content that provokes ranges of thinking in which the product/service adds value, provides a different vision that results in target audience asking themselves: Why didn't I think that? Or exclaiming: never observed it this way.
Is entertaining	Not necessarily all is about laughter, but it must motivate the audience to watch it and also to return to it.
Is educational	A content is educational when it becomes a good reference for searching, in which the target audience founds some type of answers.
Informs	A good content not always is constituted by great sentences, sometimes is better show the way to the audience and exploring it together, because it can be longer than is thought.
Is diverse	The content can involve text, data, image, apps, music, or video, but it must be as diverse that can be published in a variety of places in shapes slightly different.
Is relevant	Before start creating it is a great idea analyze it and project it, because we must ensure that it has the highest quality and that is very relevant for the target audience.
Is convincing	It must offer value and it must meet the needs having urgent interest for the target audience.
Provides what it offers	The content must meet the promised value, because in this way is avoided the negative effect of disappointing the audience, but also increases the probability of distribution and increases recommendations among communities.
Is appropriate	It must be provided in the most appropriate format for the target audience. In the same way, there is a difference between the content designed for printing from this designed to be watched on screen.
Is efficient	Is crucial a careful planning. Once the subject, the formats and the creation team are chosen, is needed to write a plan in order to achieve the biggest degree of efficiency.
Is direct	When the content is very general it does not catch the attention of the target audience, and becomes blurred having no significant effect.
Is opportune	Is broadcasted at the right moment and meets the needs of the target audience, in this way it can answer questions, allow objections and increase audience's trust in the content.
Is significant	When the target audience relates with the content, fells represented by it, and catches the attention the similarity of audience's situation with the descriptions and examples that content presents.
Is interactive	After catching the attention of the target audience, audience can interact with content increasing the knowledge and objectives searched, but in a shared way.

4.4. Characteristics of a good content creator

As mentioned before, apparently today all is content and the people believes to be able of structuring, designing, and marketing contents. This has resulted in a hard competition that makes every time more difficult to achieve renown in the industry. However, we must be realistic: structuring, designing and creating original content, being valuable and relevant is not a common strength. Considering that some things can be learned, while others are innate, in Table 7 are described some characteristics that must have a good creator of contents.

Table 7. Characteristics of a good content creator

Characteristics	Description
Is prolific	Creating successful contents is more a marathon than a speed race, therefore good contents creators achieve the success by publishing of a lot of contents during a long-time period.
Focuses on the target audience	Considering audience's needs, interests and wishes in the creation of the content.
Is innovative	Gives real value to the target audience; information, entertainment, or education. Few persons find success doing the things in the same way they have been done thousands of times before.
Knows the industry	This means to search for the last developments in the field, the trends and interests of the target audience, the prevailing mood, and the attitude of the industry specialists.
Has courage	This is necessary to challenge the *status quo* by evaluating the traditional beliefs and breaking them when necessary through challenges and creativity.
Is calmed	When facing, adversity is agile and has the ability to take advantage of experiences to prevail and remain committed to face high–pressure situations.
Open to learning	Breaks the legacy of thinking and opens his mind to new possibilities, and instead of trust in the tag line of the best practices, thinks, experiments and applies new practical strategies.
Is daring	Having new experiences does not ensure he goes to learn from them, but help him to reflect about how offering a deeper vision, how to perform it, how to work with others and how to address new challenges.
Researches	Makes his own serious research and exchanges results and really original knowledge, besides, he has analysis ability to interpret the collected data and communicates them effectively.
Is a good reader-writer	Is not enough to have ideas and perform original research, he also makes an effort for improving his writing skills, reads relevant articles, attends workshops, evaluates the efficiency of his publications, requests and adopts comments.

Is a critical thinker	Knows how to ask the right questions in order to obtain the best ideas and to summarize objectively this that have been collected.
Is creative	Knows how to mix colors, sounds, images and text in order to satisfy the needs of the client and those of the target audience.
Is clever	He has the skill of searching and finding the answers he needs to include the information in the content with ingenuity and professionalism.
Is a good storyteller	Their stories are pleasant and comfortable, they are sensitive and convincing, and keep the target audience intrigued by what will happen next.

5. Conclusion

The subject of contents has evolved through many generations and epochs, thus contents have been defined and classified in many ways, by different authors, researchers and by the industry and the academy. Some argue that contents are the result of the first ways of interpersonal communication subsequent to e-mail, while others only accept them as the more recent form of interaction in the social networks. Despite the existence and dissemination of these works with different arguments, the availability of scientific literature about this subject is very low. However, the subject of the perception of the contents has been studied in the academy world as in the business world, although still has not been achieved a wide and accepted understanding; and every day this subject turns into a source of many debates that result in a huge quantity of opinions, but without a core of research.

This study is about evaluating the effect that the subject of the contents has over a possible agreement of definition and classification of them. This study has been performed with an approach of structured research in order to answer the posed questions. With the objective of adding structure and orientation, is incorporated as a sub-process of a wider research whose goal is to propose processes for structuration, design and content evaluation. The objective of this sub-process was reviewing the conceptual proposals and the theoretical frameworks related to contents in the literature.

After analyzing the different works selected for this review is possible to conclude that still is needed research, experimentation, and validation before achieving a content definition and classification which could be widely accepted by information management. We have found that most of the published material is constituted by opinions in websites which lacks more support and research and validation processes supporting these opinions. Although is acknowledged the importance of the contents in this society, for both industry and academy, and according to the results of this research, can be stated that is not possible defining or classifying contents. In this article are made contributions in both senses, but with a support of a structured research.

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