5.625 cargas durante el último minuto · **11.197** cosas con la etiqueta otoño ·

Mashable
The Social Media Guide

Flickr: 4,000,000,000 Photos And Counting

October 12th, 2009 | by Christina Warren

36 Comments and 413 Reactions

400 tweets
retweet

On Saturday, photo number four billion was uploaded to photo sharing site Flickr. This comes just five and a half months after the 3 billionth and nearly 18 months after photo number two billion.

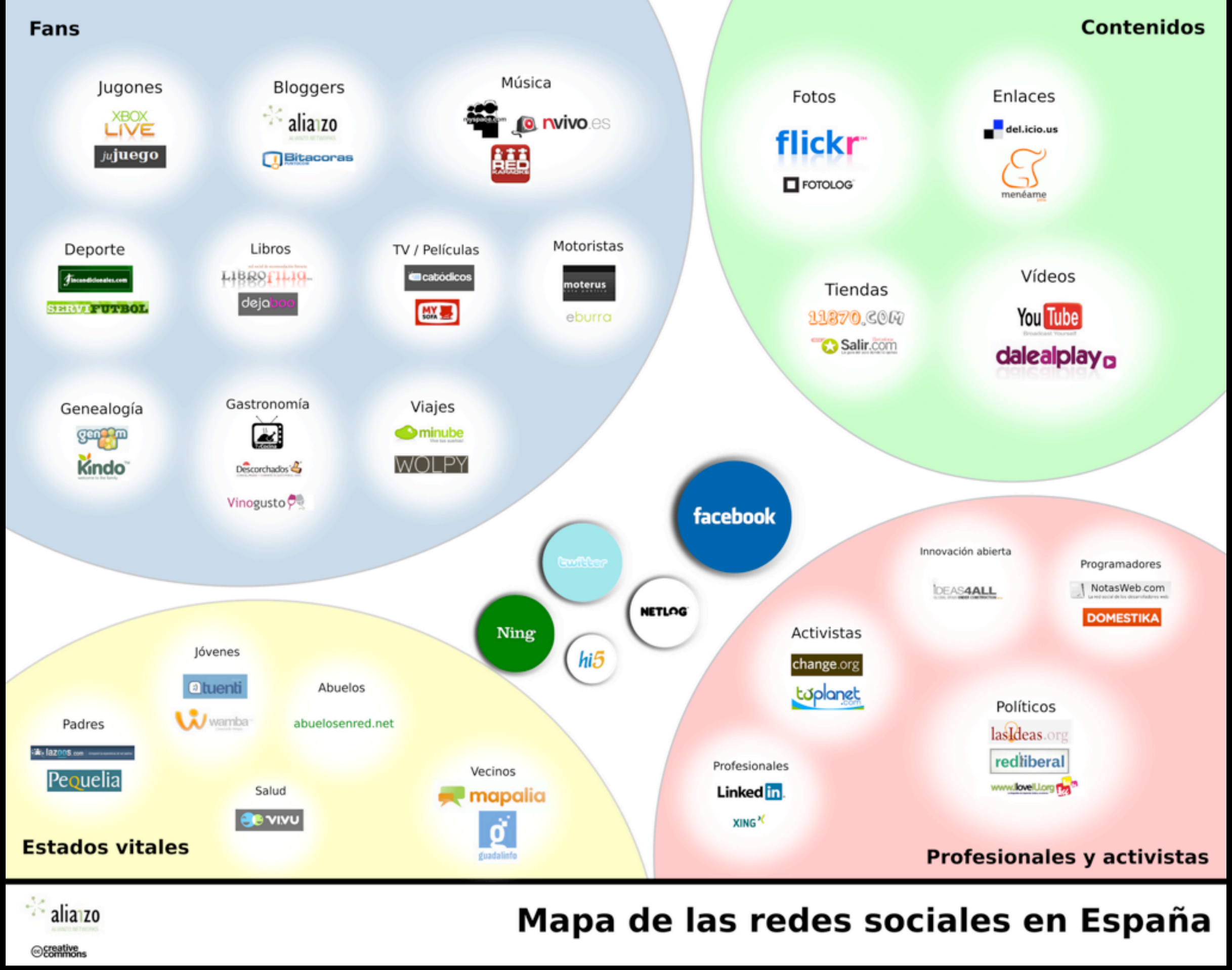
As impressive as four billion photos is, that figure is trounced by Facebook =), which reported more than 15 billion photos in its database back in April and currently adds two billion more photos each month.

5. APIs abiertas, *mashups* (o remezclas).

Ejemplos de mashups

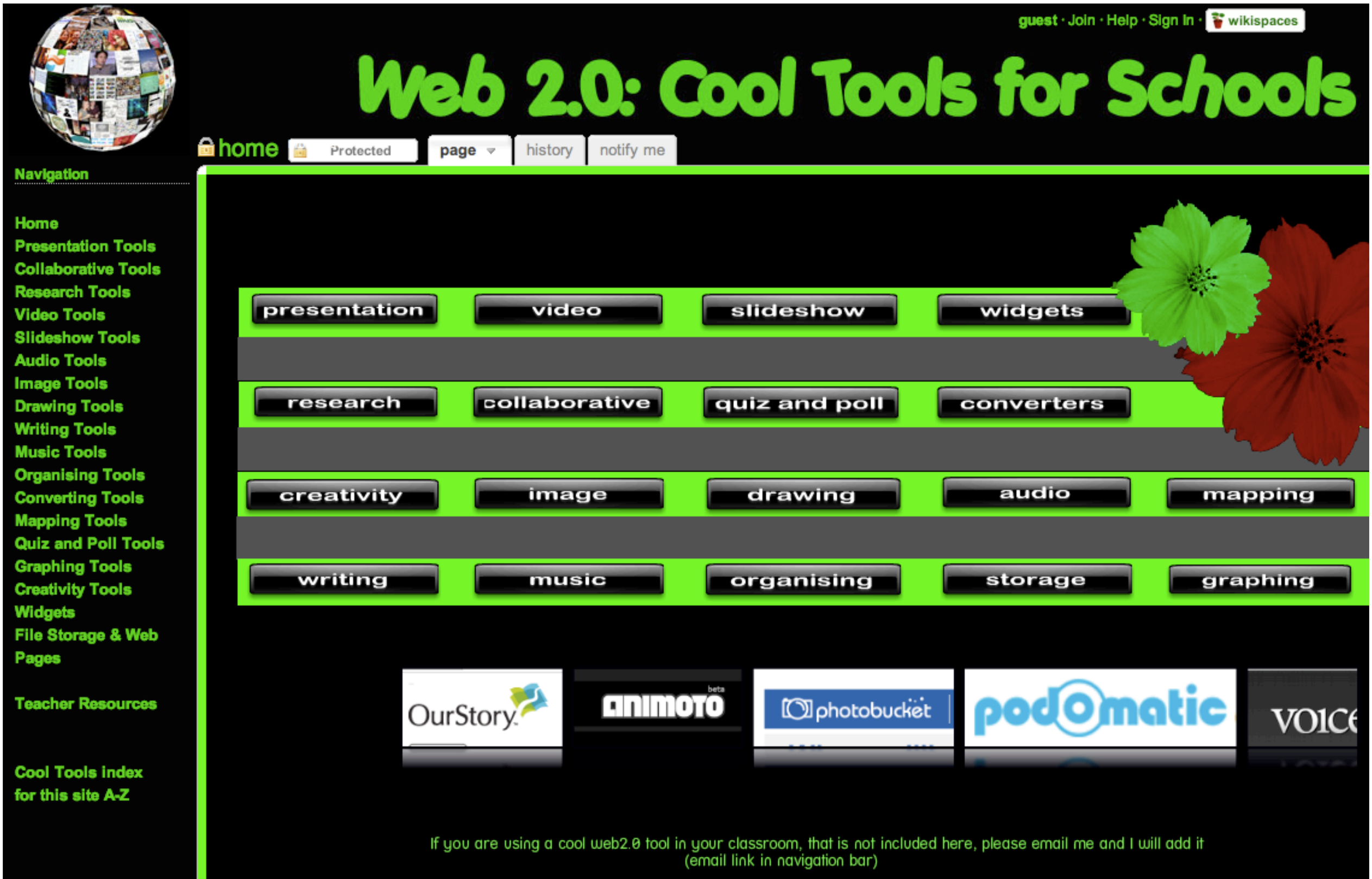
IES Quercus (Sant Joan de Vilatorrada)

6. Redes sociales que *connectan* personas


Fans
Jugones
XBOX LIVE
jujuego
Bloggers
alianzo
Bitacoras
Música
nvivo.es
RED KARAOKE
Deporte
incondicionales.com
SERVIFUTBOL
Libros
LIBROfilia
dejaboo
TV / Películas
catódicos
MY SOFA
Motoristas
moterus
eburra
Genealogía
genoom
Kindo
Gastronomía
Descorchados
Vinogusto
Viajes
minube
WOLPY
Contenidos
Fotos
flickr
FOTOLOG
Enlaces
del.icio.us
menéame
Tiendas
11870.com
Salir.com
Vídeos
YouTube
dalealplay
facebook
twitter
NETLOG
Ning
hi5
Innovación abierta
IDEAS4ALL
Programadores
NotasWeb.com
DOMESTIKA
Activistas
change.org
toplanet.com
Políticos
lasIdeas.org
redliberal
www.llovelU.org
Profesionales
LinkedIn
XING
Profesionales y activistas
Jóvenes
tuenti
wamba
Abuelos
abuelosenred.net
Padres
lazoos.com
Pequelia
Salud
VIVU
Vecinos
mapalia
guadalinfo
Estados vitales
alianzo
creative commons
Mapa de las redes sociales en España

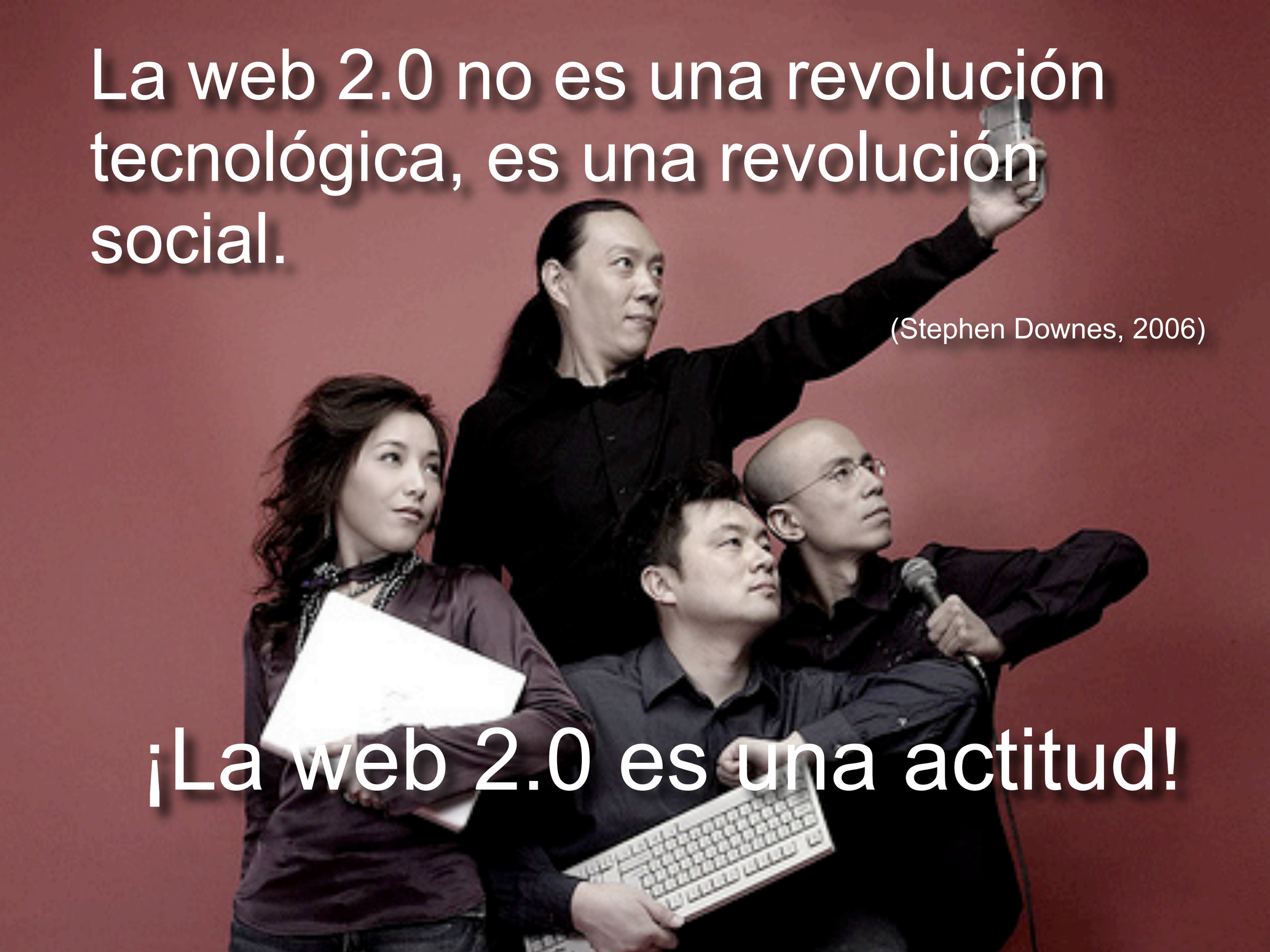
Hay ~~centenares~~ miles
De aplicaciones “Web 2.0”

http://cooltoolsforschools.wikispaces.com



La web 2.0 no es una revolución tecnológica, es una revolución social.

(Stephen Downes, 2006)



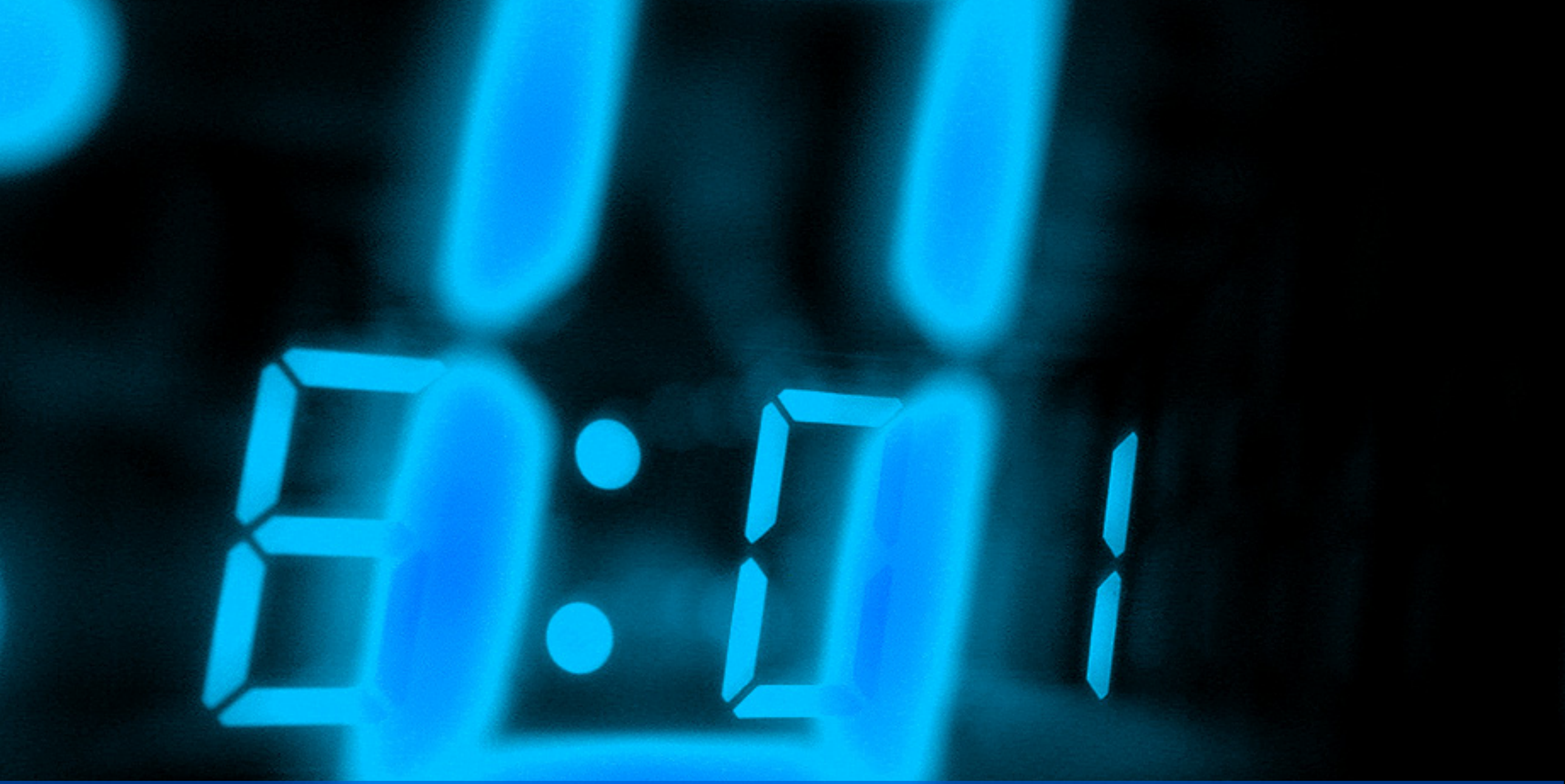
¡La web 2.0 es una actitud!

“A veces veo... tendencias”

El futuro es... móvil

http://upload.wikimedia.org/wikipedia/en/a/ac/Nokia-5800-xpressmusic.jpg

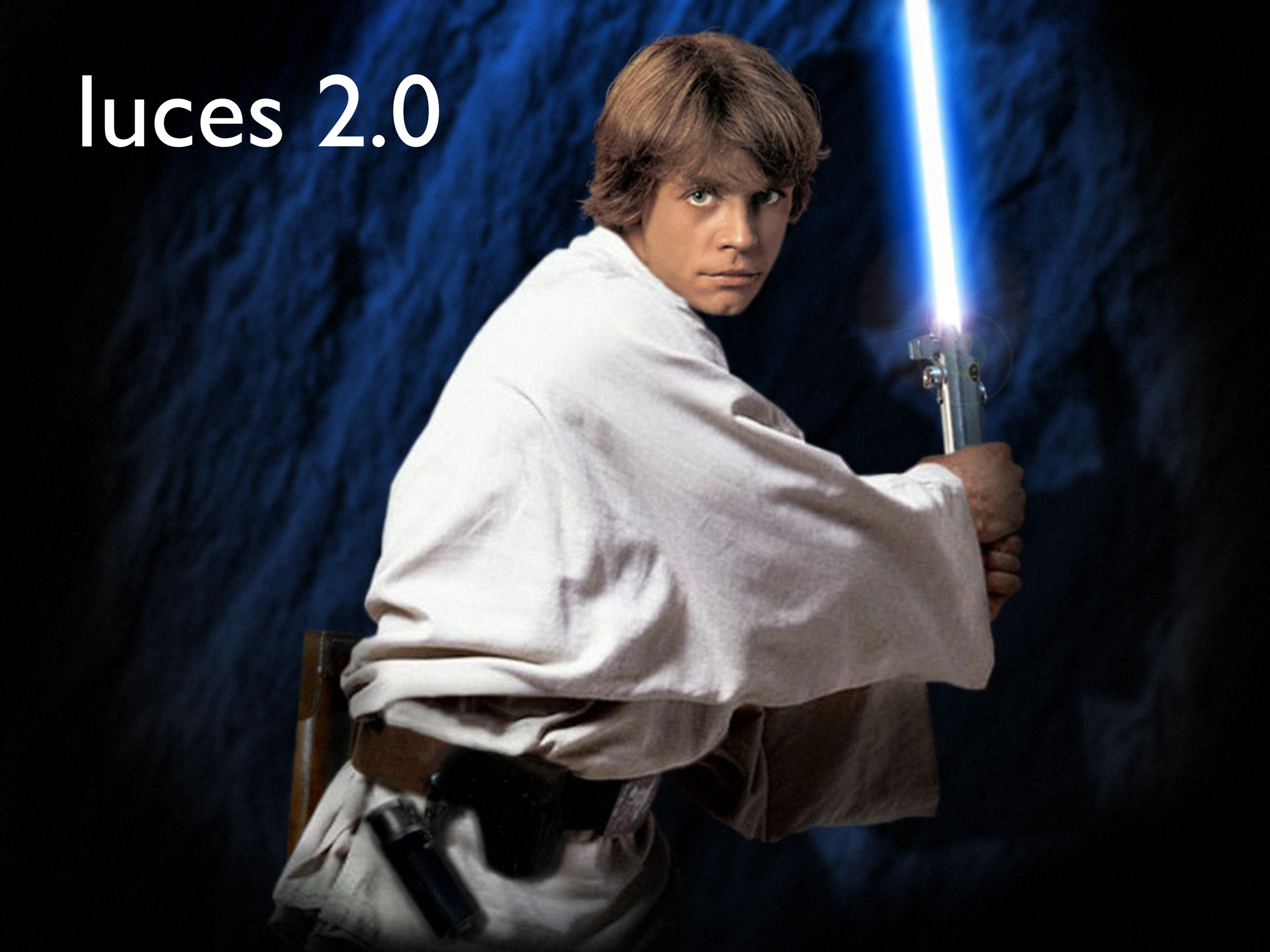
El futuro es... social



El futuro es... en tiempo real

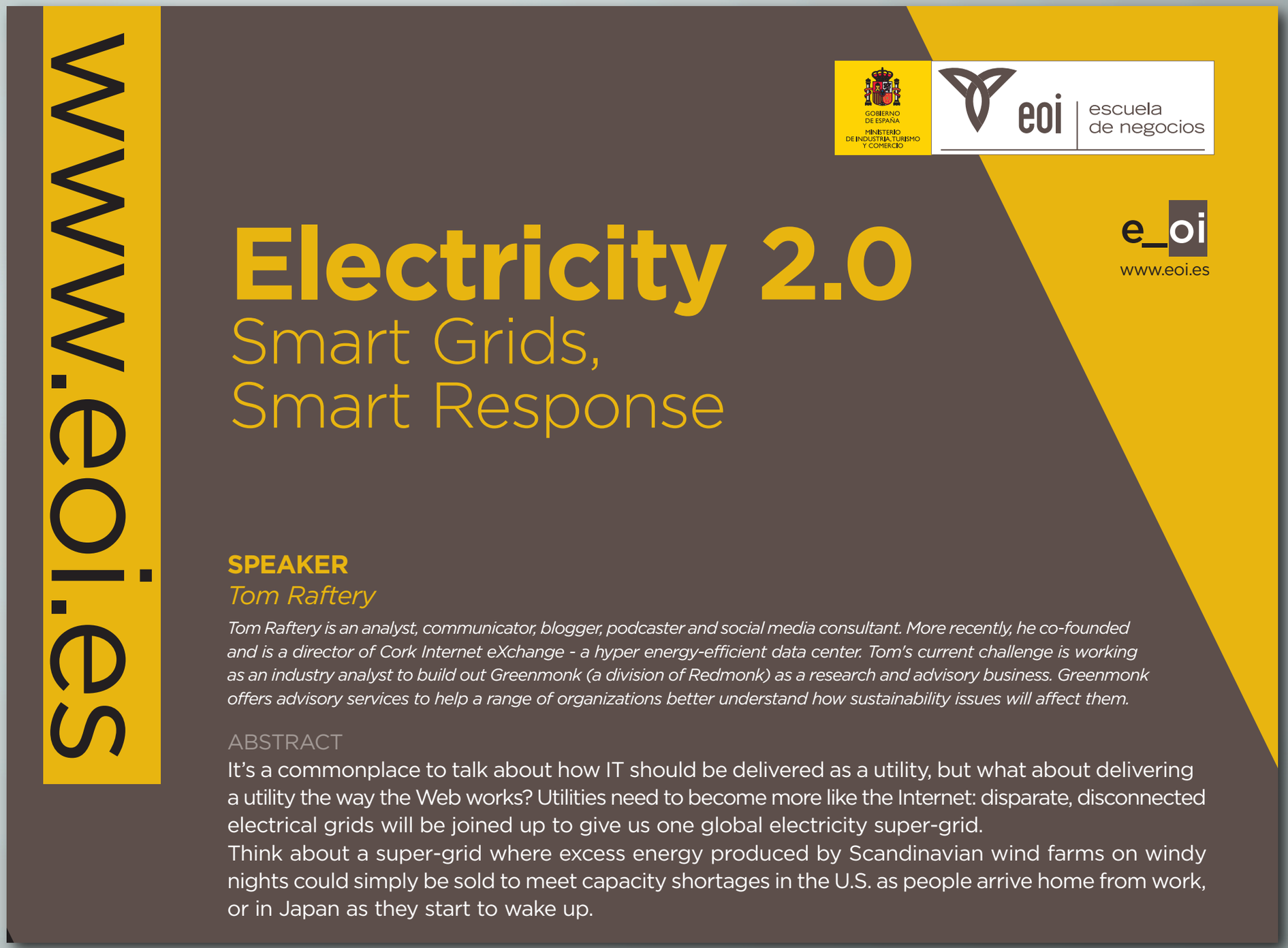
http://www.flickr.com/photos/sergei24/308878295/

luces 2.0



sombras 2.0

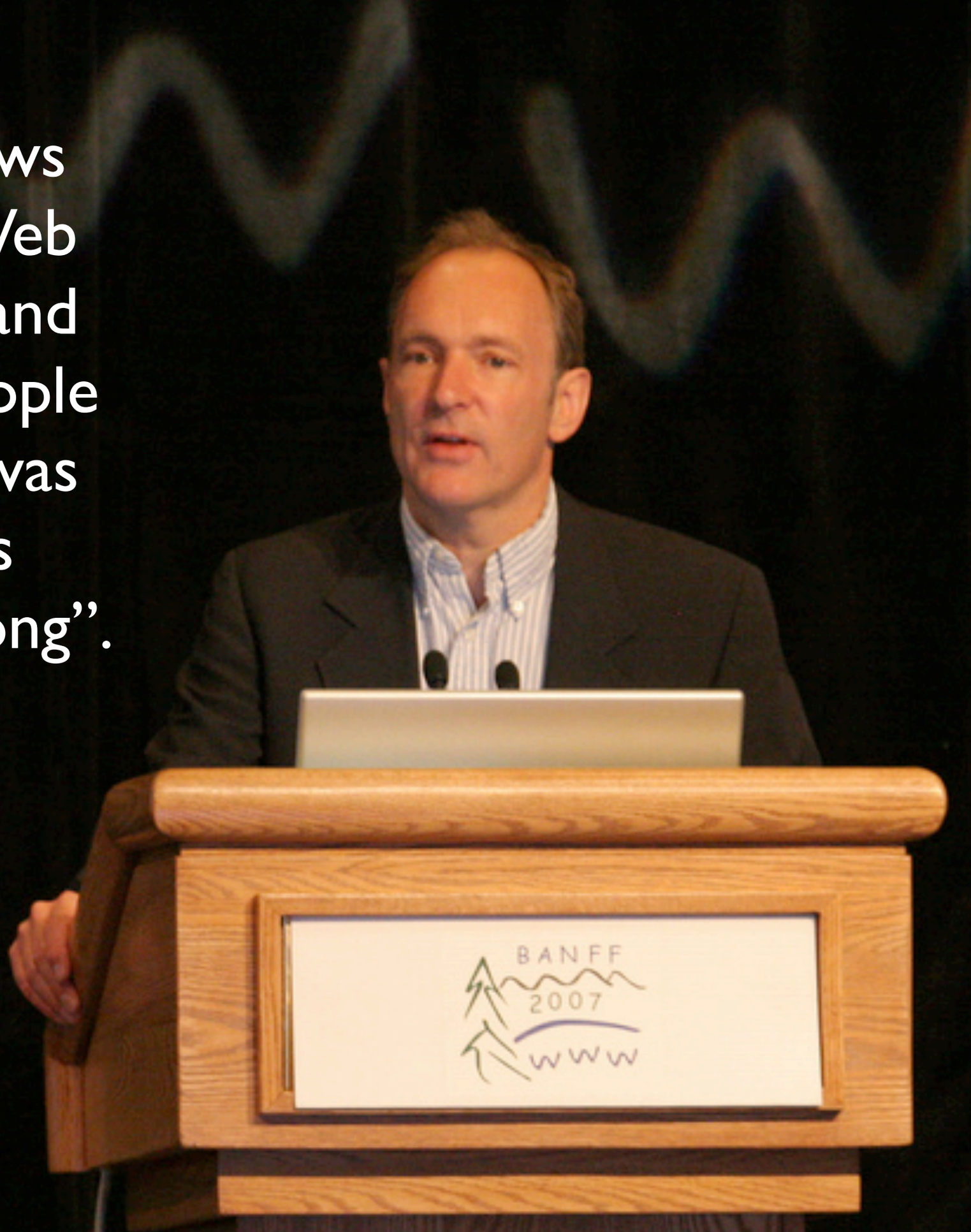
La “moda 2.0”


www.eoi.es
GOBIERNO DE ESPAÑA
MINISTERIO DE INDUSTRIA, TURISMO Y COMERCIO
eoi escuela de negocios
e_oi
www.eoi.es
Electricity 2.0
Smart Grids,
Smart Response
SPEAKER
Tom Raftery
Tom Raftery is an analyst, communicator, blogger, podcaster and social media consultant. More recently, he co-founded and is a director of Cork Internet eXchange - a hyper energy-efficient data center. Tom's current challenge is working as an industry analyst to build out Greenmonk (a division of Redmonk) as a research and advisory business. Greenmonk offers advisory services to help a range of organizations better understand how sustainability issues will affect them.
ABSTRACT
It’s a commonplace to talk about how IT should be delivered as a utility, but what about delivering a utility the way the Web works? Utilities need to become more like the Internet: disparate, disconnected electrical grids will be joined up to give us one global electricity super-grid.
Think about a super-grid where excess energy produced by Scandinavian wind farms on windy nights could simply be sold to meet capacity shortages in the U.S. as people arrive home from work, or in Japan as they start to wake up.

"Nobody really knows what it means... If Web 2.0 for you is blogs and wikis, then that is people to people. But that was what the Web was supposed to be all along".

Sir Tim Berners-Lee

Creador de la World-Wide Web

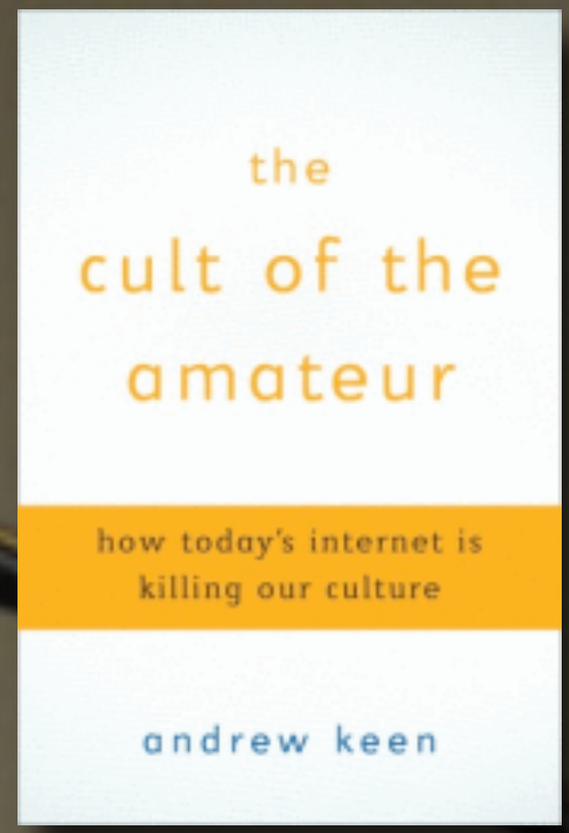


Web 2.0 = Marxismo.

La Web 2.0 destruye el profesionalismo, cultivando el amateurismo (i.e., la Wikipedia).

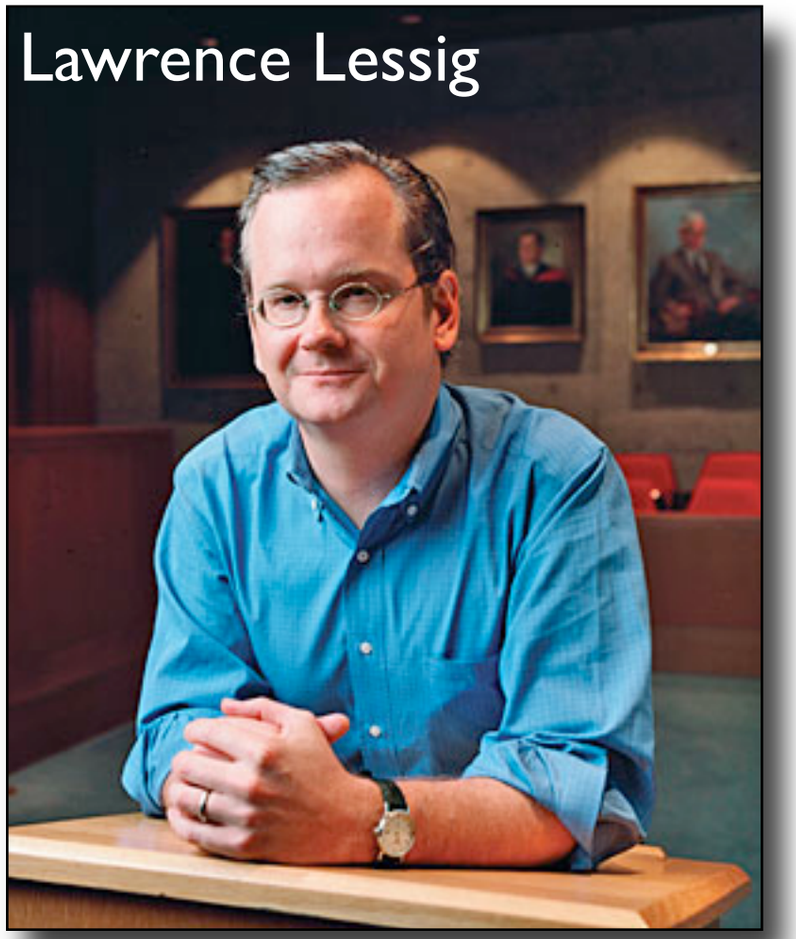
Hace imposible encontrar nada de calidad en la web, entre las toneladas de contenidos generadas por los usuaros.

(El fin del mundo (más o menos)).



Andrew Keen

http://upload.wikimedia.org/wikipedia/commons/0/01/OEB2007_Andrew_Keen.jpg



Lessig 2.0

Net Content Info

Blog News Wiki Mixter Whine search

« Helprin on perpetual copyright: write the reply? | Main | On the Helprin reply: Wow »

Keen's "The Cult of the Amateur": BRILLIANT!

May 31, 2007 12:33 AM - comments (88)

Tomorrow is the official on-sale date for Andrew Keen's "The Cult of the Amateur," but the book is already getting lots of attention. Keen, a writer, and failed Internet entrepreneur, spends 200 pages attacking the rise of the "amateur" and the harm -- economic, social, cultural and political -- these amateurs will cause. Without "standards," without "taste," without "institutions" to "filter" good from bad, true from false, the Internet, Keen argues, is destined to destroy us.

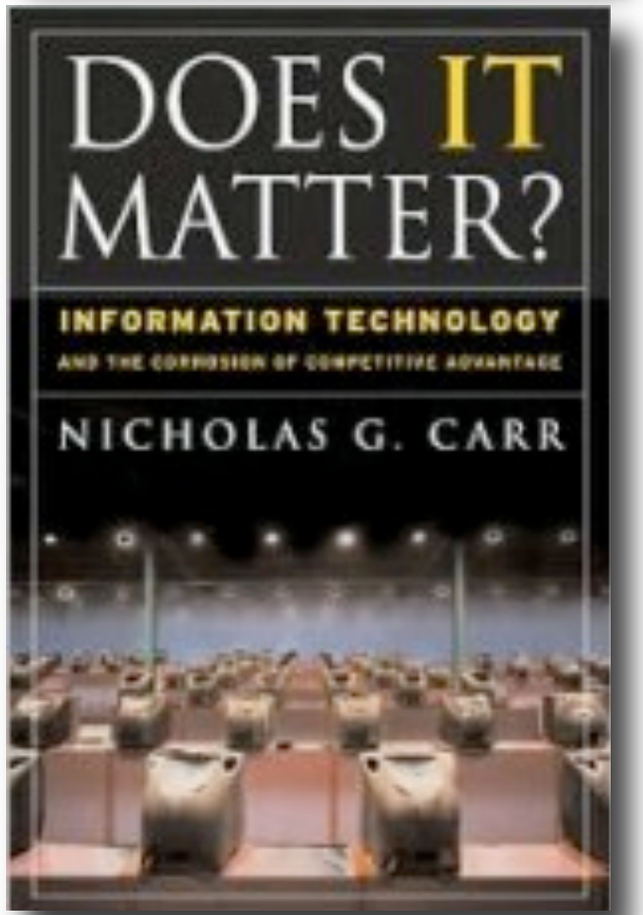
24 diggs digg it

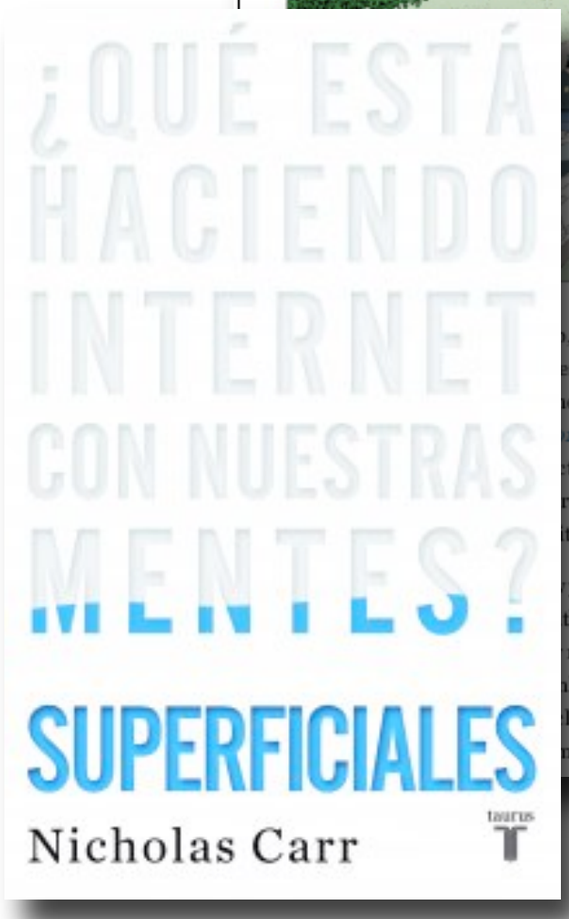
There's much in the book that even we amateur-o-philes should think about. How can we build trust into the structures of knowledge the Internet is enabling (Wikipedia, blogs, etc.)? How can make sure the contribution adds to understanding rather than confuses it? These are hard questions. And as is true of Wikipedia at each moment of every day -- there is more work to be done.

But what is puzzling about this book is that it purports to be a book attacking the sloppiness, error and ignorance of the Internet, yet it itself is shot through with sloppiness, error and ignorance. It tells us that without institutions, and standards, to signal what we can trust (like the institution (Doubleday) that decided to print his book), we won't know what's true and what's false. But the book itself is riddled with falsity -- from simple errors of fact, to gross misreadings of arguments, to the most basic errors of economics.

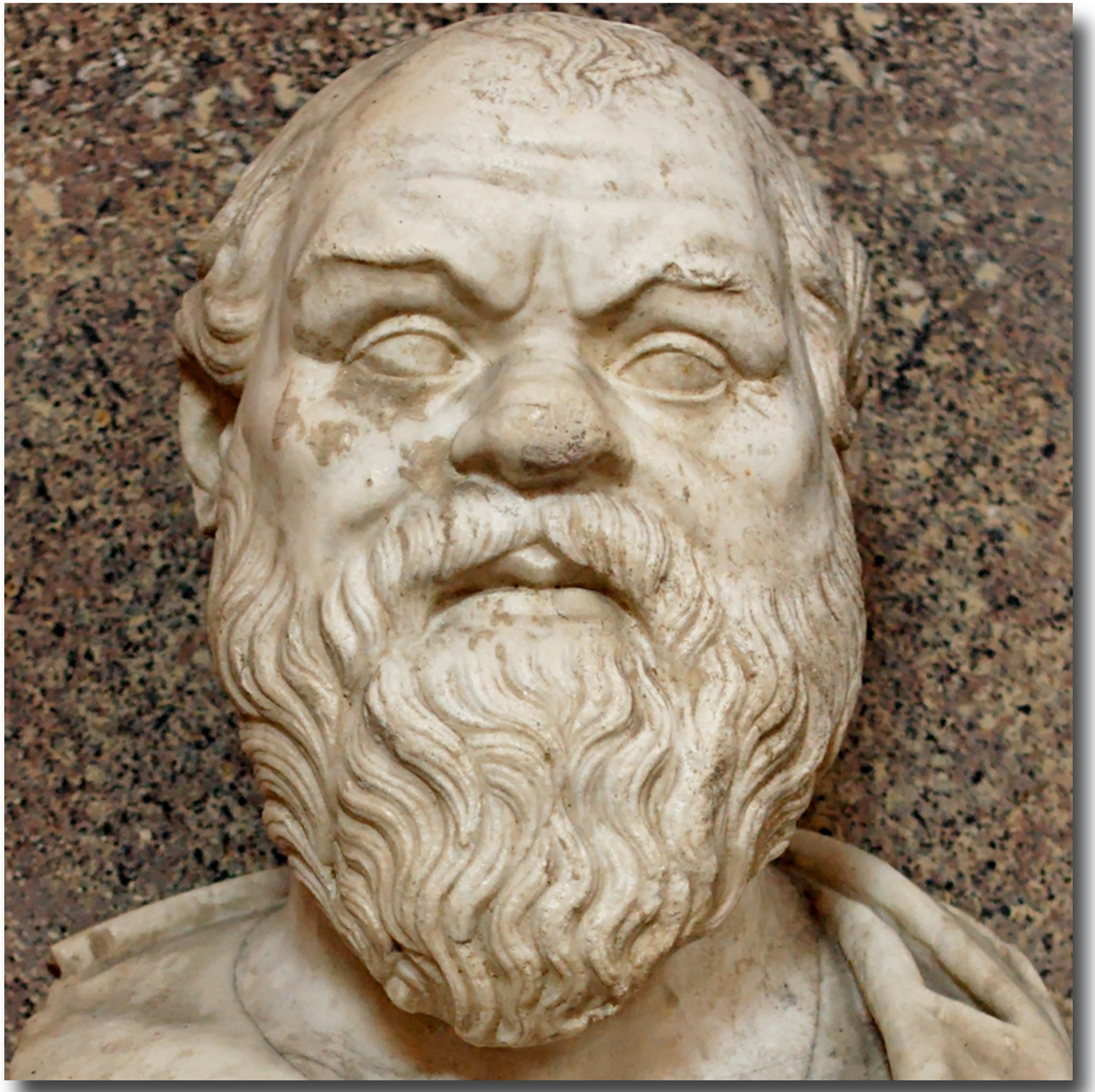
So how could it be that a book criticizing the Internet -- because the product of a standardless process where nothing is "vetted for accuracy" (as he says of Wikipedia) -- could itself be so mistaken, when it, presumably, has been "vetted for accuracy" and was only selected for publication because it passed the high standards of truth imposed by its publisher -- Doubleday?

http://www.lessig.org/blog/2007/05/keens_the_cult_of_the_amateur.html





http://www.theatlantic.com/doc/200807/google



“Pues eso es, Fedro, lo terrible que tiene la escritura...”

Sócrates:

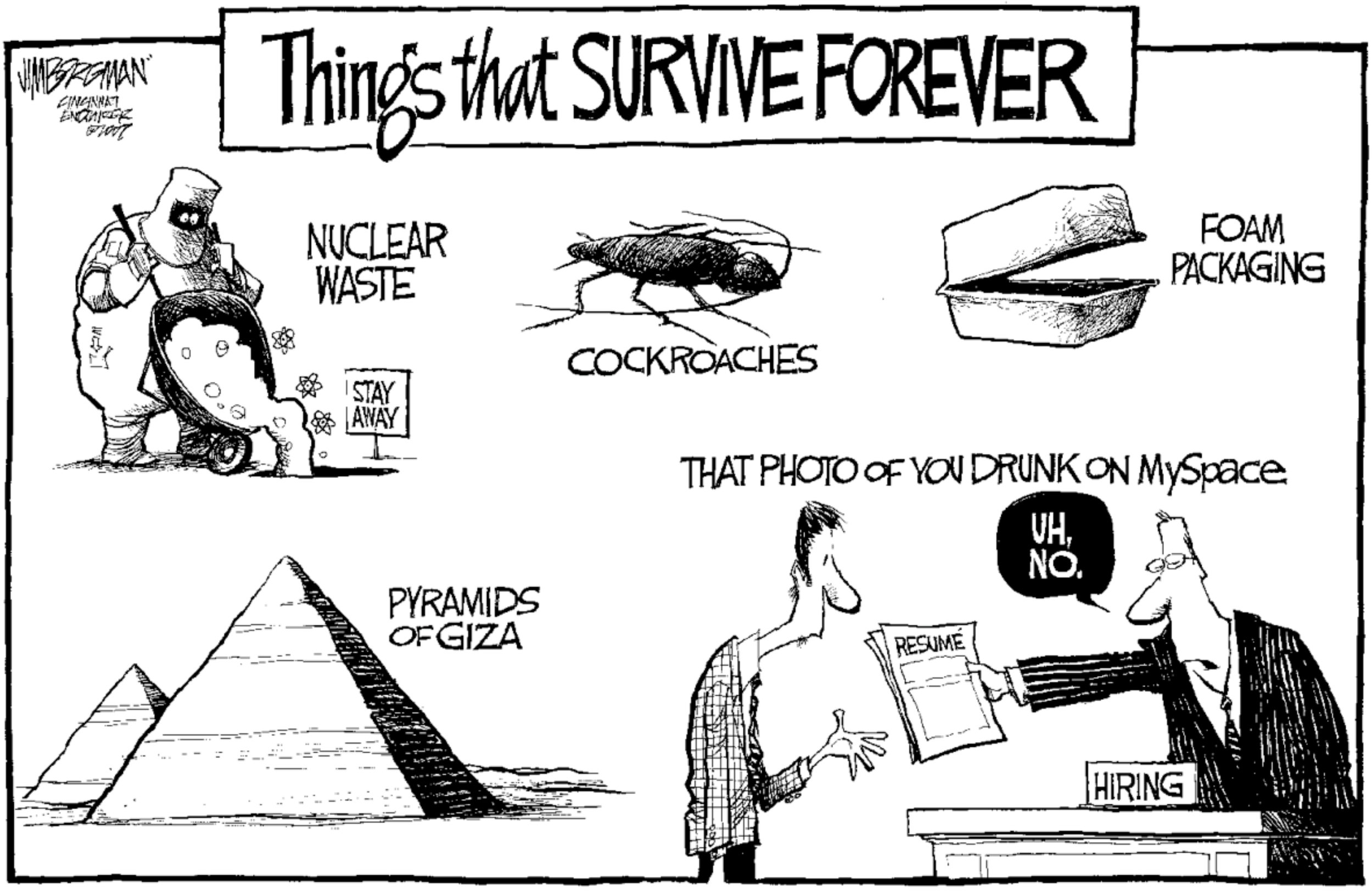
Pues eso es, Fedro, lo terrible que tiene la escritura y que es en verdad igual a lo que ocurre con la pintura. En efecto, los productos de ésta se yerguen como si estuvieran vivos, pero si se les pregunta algo, se callan con gran solemnidad. Lo mismo les pasa a las palabras escritas. Se creería que hablan como si pensaran, pero si se les pregunta con el afán de informarse sobre algo de lo dicho, expresan tan sólo una cosa que siempre es la misma. Por otra parte, basta con que algo se haya escrito una sola vez, para que el escrito circule por todas partes lo mismo entre los entendidos que entre aquellos a los que no les concierne en absoluto, sin que sepa decir a quiénes les debe interesar y a quiénes no. Y cuando es maltratado, o reprobado injustamente, constantemente necesita de la ayuda de su padre, pues por sí solo no es capaz de defenderse ni de socorrerse a sí mismo.

Fedro, 274b-275e (El Banquete, Fedón, Fedro, Orbis, Barcelona 1983. Traducción de Luis Gil, p.363-366).
http://www.pensament.com/filoxarxa/filoxarxa/plat1a3s.htm

Viabilidad, sostenibilidad

What are you looking at?
Web 2.0
...but there's nothing there.
Exactly.

Privacidad


JIM BORGMAN
CINCINNATI ENQUIRER ©2007
Things that SURVIVE FOREVER
NUCLEAR WASTE
STAY AWAY
COCKROACHES
FOAM PACKAGING
PYRAMIDS OF GIZA
THAT PHOTO OF YOU DRUNK ON MySpace
UH, NO.
RESUME
HIRING

Acesibilidad

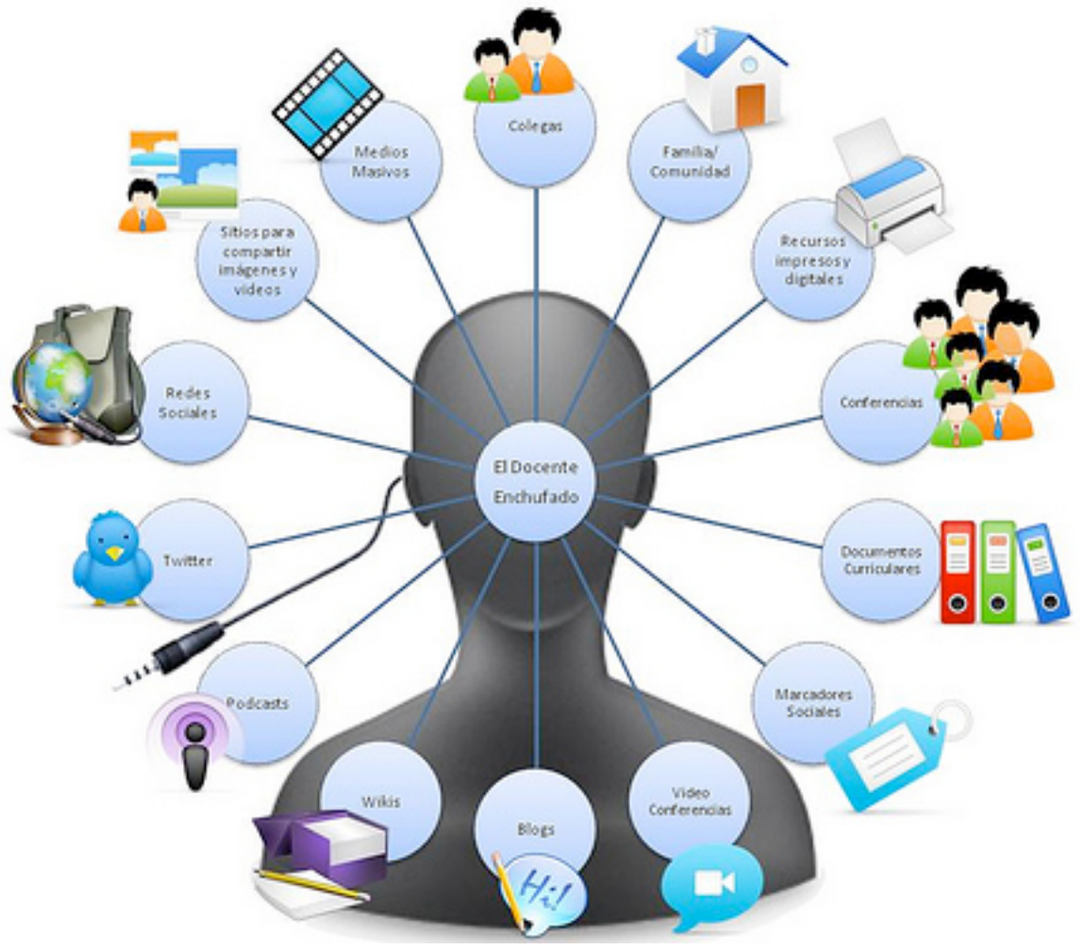
12
11
Prime Time

¿Qué nos "ofrece" la web 2.0 a la educación?

- Ideas generales para aplicar a la práctica educativa, metodología.
- Herramientas y servicios para trabajar con los alumnos.
- Enormes cantidades de información y recursos relevantes para el currículum.

✓ Una nueva manera de entender nuestro desarrollo profesional y formación permanente.

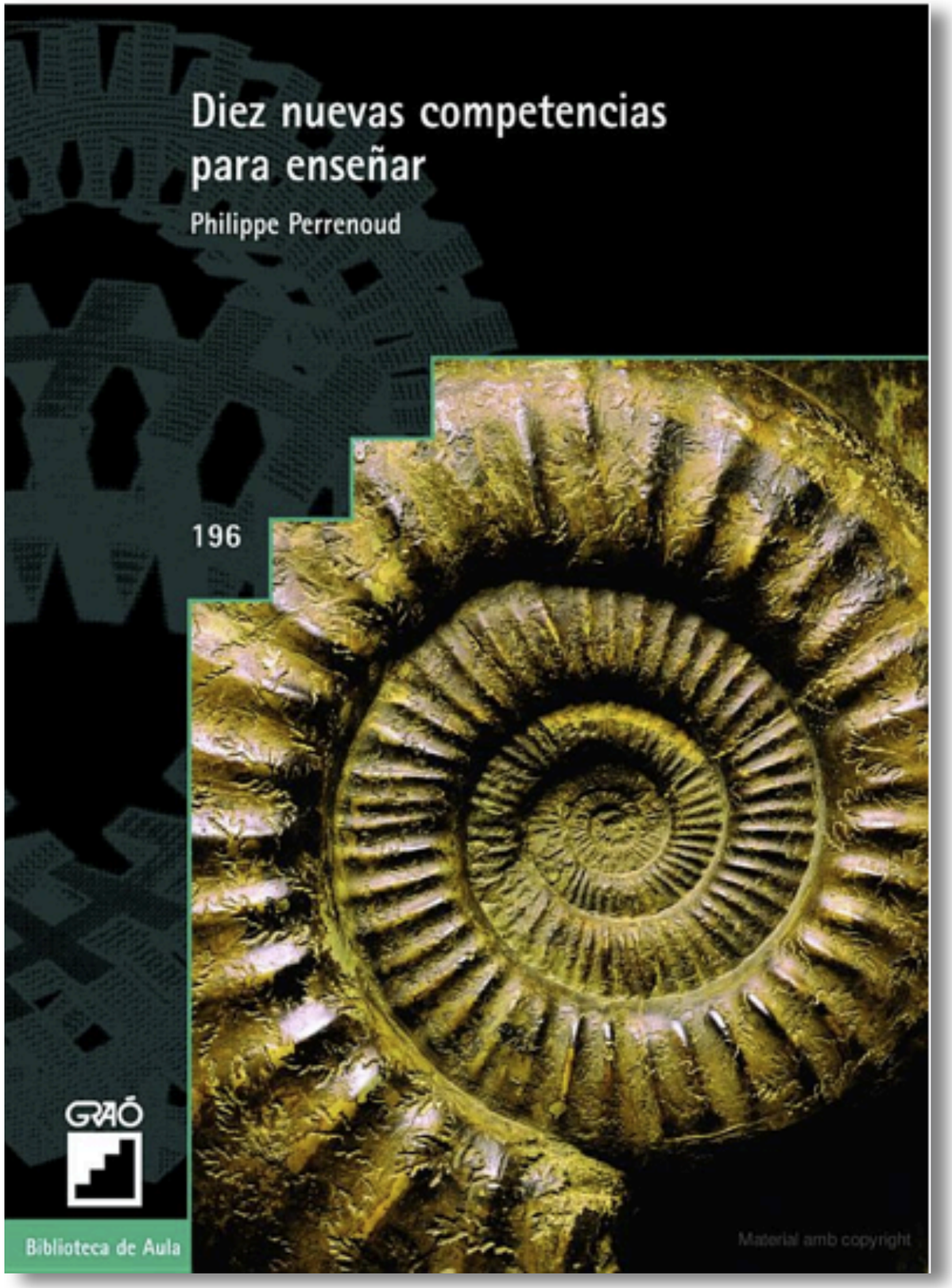
4



Entornos Personales de Aprendizaje (PLEs)

Contexto

Philippe Perrenoud



Perrenaud: "Diez nuevas competencias para enseñar"

1. Organizar y animar situaciones de aprendizaje.
2. Gestionar la progresión de los aprendizajes.
3. Elaborar y hacer evolucionar dispositivos de diferenciación.
4. Implicar a los alumnos en su aprendizaje y en su trabajo.
5. Trabajar en equipo.
6. Participar en la gestión de la escuela.
7. Informar e implicar a los padres.
8. **Utilizar las nuevas tecnologías.**
9. Afrontar los deberes y los dilemas éticos de la profesión.
10. Organizar la propia formación continua.

¿Utilizar las TIC son una competencia más?

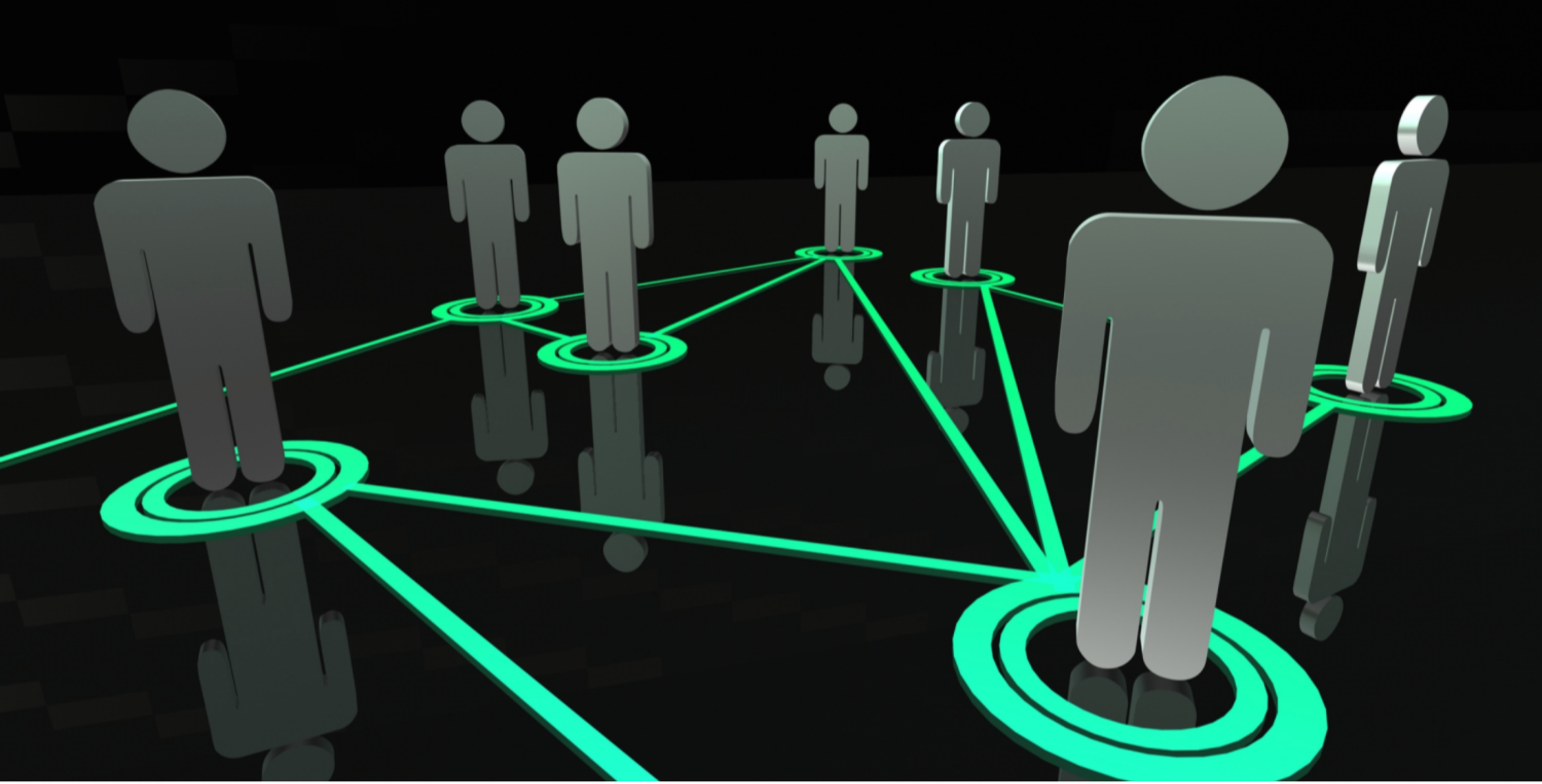
¡ATENCIÓN!!

Los PLEs no son para **cualquiera**

¿Qué es un Entorno Personal de Aprendizaje (PLE)?

¿Una nueva manera de aprender?

http://www.flickr.com/photos/colorblindpicaso/3399410617/sizes/o/in/faves-jordiadell/



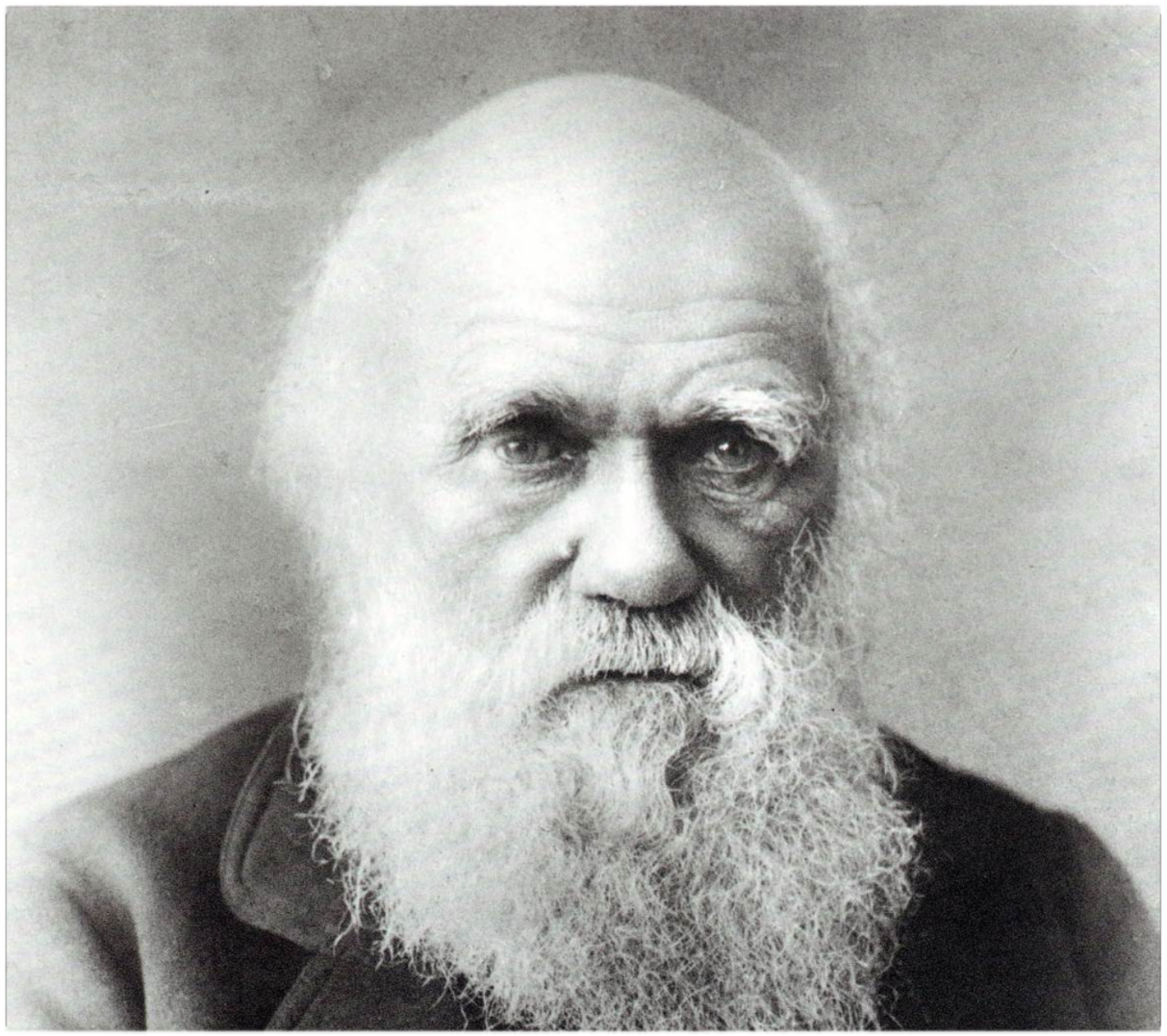
Un PLE es el conjunto de herramientas, fuentes de información, conexiones y actividades que una persona realiza de forma habitual para aprender.

(Adell & Castañeda, 2010)

Todos tenemos ya un PLE!

¡Sempre han existido!

DARWIN CORRESPONDENCE PROJECT



Charles Darwin
1809-82

El *Darwin Correspondence Project* ha localizado más de 15.000 cartas de Darwin escritas entre 1821 y 1882 y enviadas a casi 2.000 corresponsales.

Voltaire escribió más de 20,000 cartas durante su vida.

Wikipedia

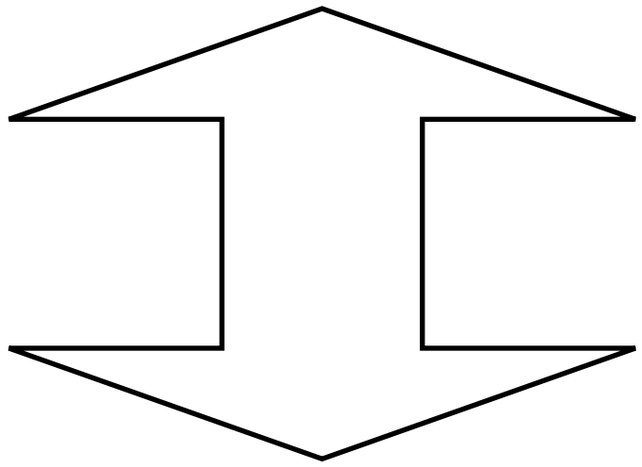
François-Marie Arouet
Voltaire

¡Ahora tenemos una tecnología fantástica para comunicarnos y compartir *artefactos*!

LMS vs. PLE

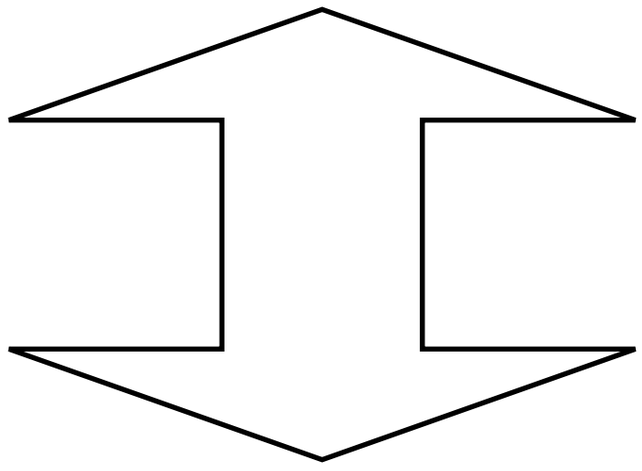
LMS vs PLE: http://mohamedaminechatti.blogspot.com/2007/03/lms-vs-ple.html Mohamed Amine Chatti

Gente inteligente e interesante



Blogs | Twitter | Delicious | Flickr | YouTube

¡Simple!



YO

WIKIS

BLOGS

MICROBLOGS / PRESENCE TOOLS

Circles of Trust

The Web Browser

SEARCH

SOCIAL BOOKMARKING

SOCIAL MEDIA SERVICES

Referrer logs & the power of positive narcissism

Find new folks through trusted ones comments, links

edutechwiki

wikieducator

Wikipedia

I use and contribute to others'

Read some but not all

Read each other faithfully

Comment on each others blogs

Strong conversational ties

Some will use my wiki

Given them access to personal wiki

Don't interact with them in this medium

Follow each other on twitter

In each other's IM clients

Email client

Desktop

Personal web server

Browser

Web-based Office Suites

ME

Personalized Toolbars, Extensions Bookmarklets

Personal Media Production Tools

Trailfire extension

PMOG

Me.dium extension

Flock 'social' browser

Blogosphere / Trustworthy Sources

Edublogosphere / Friends of Friends

Friends / Trusted & Acquaintances

The basis for my 'lijt' searches

GReader search

Technorati / Other Blog-based search

Good source for Google Coop engines

My friend's lijt lenses

Creative commons search engines

The Almighty Google

Part of my del.icio.us network

Use "for:" lin to share with each other

Some will see links through feed or blog syndication

The serendipity of tags

Public social bookmarking effects googlerank, can establish online reputation

OER recommender

teachertube

Create new connections/ build reputation by using external hosting services for rich media

The serendipity of tags

Scott Leslie

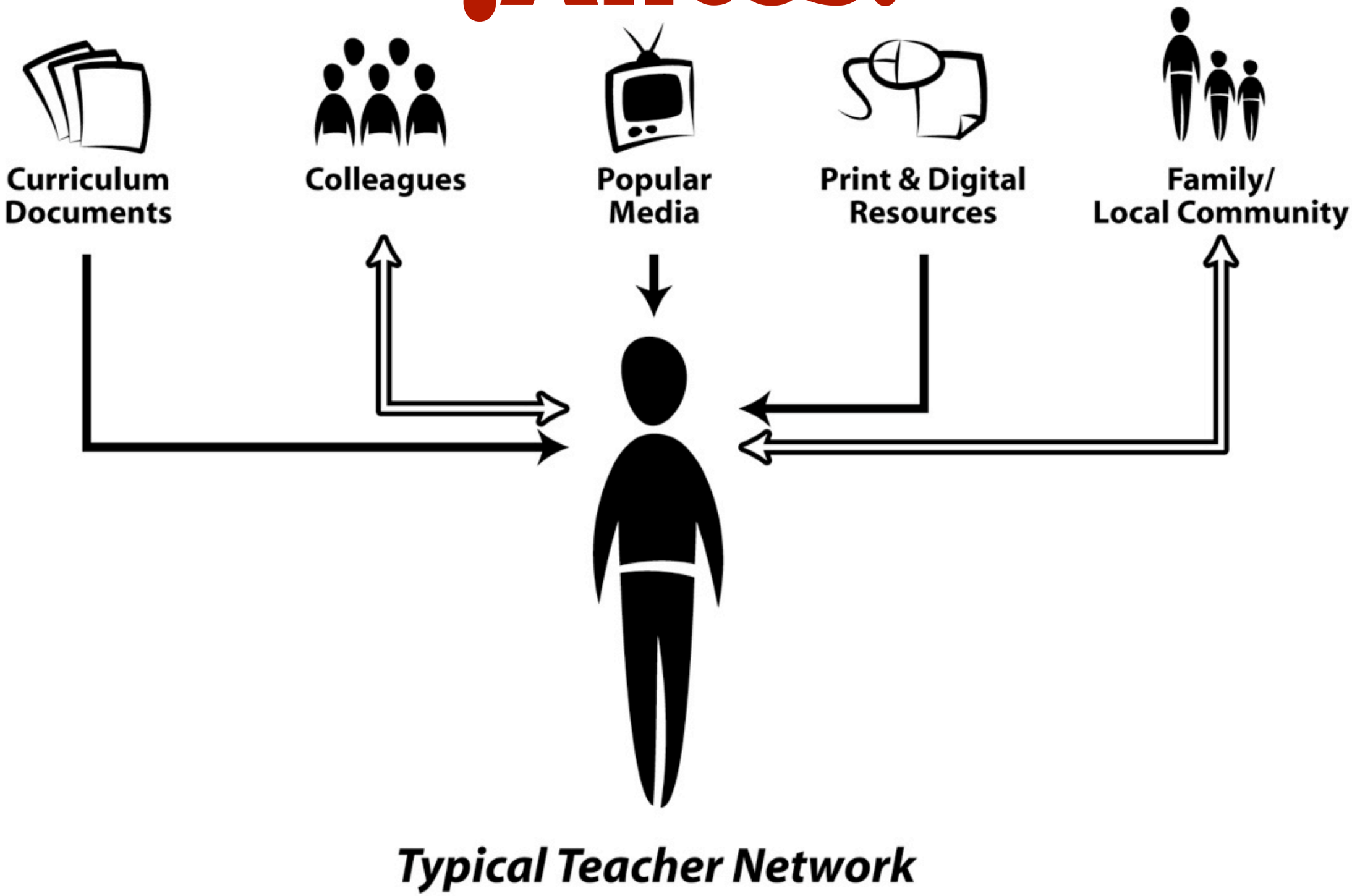
iCompliCated

EL PLE de David Alvarez

Entornos Personales de Aprendizaje (PLE)

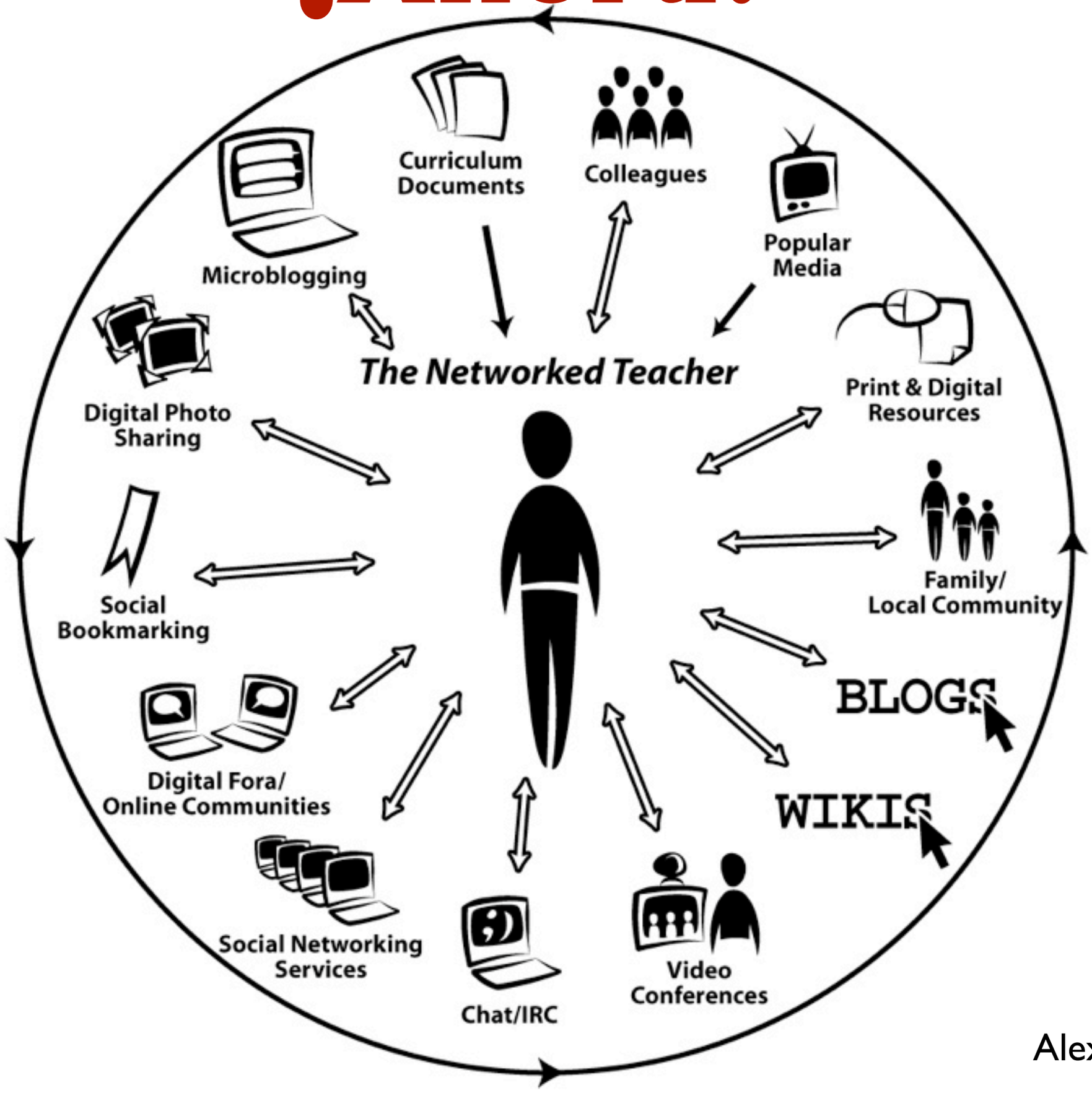
Los docentes

¡Antes!



Alex Couros

¡Ahora!



Alex Couros

Partes de un PLE

Herramientas y servicios

Recursos y fuentes de información

Personas (mi PLN)

(Adell & Castañeda, 2010)

Herramientas para...

- Buscar y acceder a la información.
- Crear, editar y publicar información.
- Relacionarse con otras personas:
  - A través de artefactos culturales que compartimos: (*YouTube*, *Flickr*, *Slideshare*, etc.).
  - A través de recursos, experiencias y actividades que difundimos: (*Delicious*, *Diigo*, *Friendfeed*, *Twitter*, etc.).
  - A través de relaciones personales y diálogos con gente interesante: (*Hi5*, *Xing*, *LinkedIn*, *Twitter*, etc.).

¿Aburridos?
¿Un ejemplo?