



Competencias digitales en un entorno de conocimiento abierto



Tíscar Lara

Vicedecana de Cultura Digital EOI

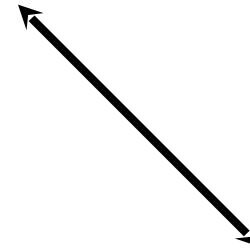
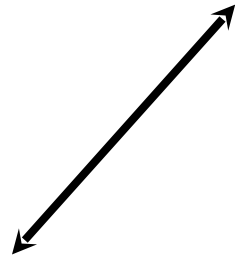


tíscar.com



sus **identidades,**
sus **relaciones,**
su **individualidad**
en **lo colectivo**

personas



estructuras

su **organización,**
sus **tecnologías,**
sus **espacios,**
sus **tiempos,**

contenidos

su **acceso,**
su **producción,**
su **divulgación,**
su **gestión**



LAS PERSONAS: nuevos ROLES profesores-alumnos



LOS CONTENIDOS: recursos educativos abiertos



()PENC()NTENT

[blog](#) :: [game](#) :: [ocwfinder](#) :: [google ocw](#) :: [opl](#) :: [wiki](#) :: [ertg](#)



Open
Educational
Resources



Open Training Platform

UNESCO.ORG
Communication and Information



Categories

Communities

Resource types

News

Links

Competencias digitales para H. Jenkins: “destrezas sociales y competencias culturales”

- 1. Juego
- 2. Representación
- 3. Simulación
- 4. Apropiación
- 5. Multitarea
- 6. Pensamiento distribuido
- 7. Inteligencia colectiva
- 8. Juicio, criterio
- 9. Navegación transmediática
- 10. Trabajo en red
- 11. Negociación

the new

media literacies

Google 'ranks websites by how true they are', say UK children

One in three British teenagers believes that Google ranks websites according to how "true" they are, new research suggests.

By Tom Chivers

Published: 11:13AM BST 07 Oct 2009

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Privacidad / Intimididad / Redes sociales



<http://www.youtube.com/watch?v=2CVNB6EBshY>

Autoría / copyright / copyleft



Remix

Making art and
commerce thrive
in the hybrid
economy

LAWRENCE LESSIG

Shortlisted for the FT/Goldman Sachs
Business Book of the Year Award 2008

Cultura de la
remezcla

<http://www.bloomsburyacademic.com/remix.htm>

**+ Del enfoque tecnológico
al enfoque comunicativo,
social y participativo**



ENFOQUE TECNOLÓGICO	ENFOQUE COMUNICATIVO, SOCIAL Y PARTICIPATIVO
Años 90' - primeros 2000 (web 1.0)	2003-actualidad (web 2.0)
<i>Leer</i> la Red	<i>Escribir</i> la Red
Moral Panics. Enfoque defensivo, determinista	Participación. Enfoque pro-activo, posibilitador
Qué hace la tecnología con nosotros	Qué podemos hacer nosotros con la tecnología, qué tecnologías queremos y para qué, cómo las podemos diseñar
Usar las tecnologías	Usar, pensar y construir las tecnologías a través de las prácticas sociales, negociadas y consensuadas
Formar en tecnología digital	Educar <i>sobre-con-para-en</i> la cultura digital (libre, social, participativa, cívica, solidaria)
La formación en tecnología como "manual de instrucciones"	La formación en tecnología como instrumento de transformación social



ENFOQUE TECNOLÓGICO

Formar consumidores de tecnología,
formar obreros tecnológicos

Énfasis en el CON QUÉ

Omnipresencia de la tecnología

Dominio del software propietario

Tecnología como FIN en sí misma

Alfabetización digital = competencia
tecnológica

Cursos de “software” (ej. Curso de
Photoshop)

ENFOQUE COMUNICATIVO, SOCIAL Y PARTICIPATIVO

Formar ciudadanos, críticos y
responsables, con criterio propio

Énfasis en el PARA QUÉ

Invisibilidad de la tecnología

Planteamientos de software libre y
software en red

Tecnología como MEDIO para comunicar,
crear, expresar

Alfabetización digital = competencia
comunicativa

Cursos de “prácticas, medios y
lenguajes” (ej. Curso de *Representación
a través de la imagen digital*)



ENFOQUE TECNOLÓGICO

ENFOQUE COMUNICATIVO, SOCIAL Y PARTICIPATIVO

Se valora: el *competente tecnológico*, el que más sabe, el *nodo*

Se valora: el *competente tecnosocial*, el que más comparte, el que más canaliza, el *hub*

Fascinación por lo dicotómico y los contrastes cromáticos:

- Apocalípticos-Integrados
- Nativos-Digitales
- Online-Offline

Reconocimiento de los tonos intermedios entre las fronteras: Hibridación, mestizaje, remix, semipúblico, semiprivado, etc.

Descargar

Descargar-Cargar-Compartir

Privado

Público

Copyright

Copyleft

Hipertexto

Intertexto

Enseñar

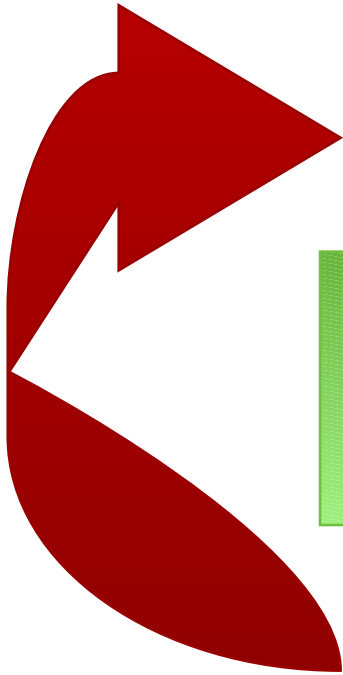
Aprender



Producir
Escribir
Construir

Doble CR
Reflexión CRítica
y Producción CReativa

Analizar
Leer
Deconstruir





<http://www.myspace.com/girltalk>
4° Album del año por la revista Time, 2008



Pay what you want for the new Girl Talk album

CLICK HERE TO BUY

http://www.youtube.com/watch?v=zro_jdcbzkU

Kutiman-Thru-you - 01 - Mother of All Funk Chords



Fansubbers.org

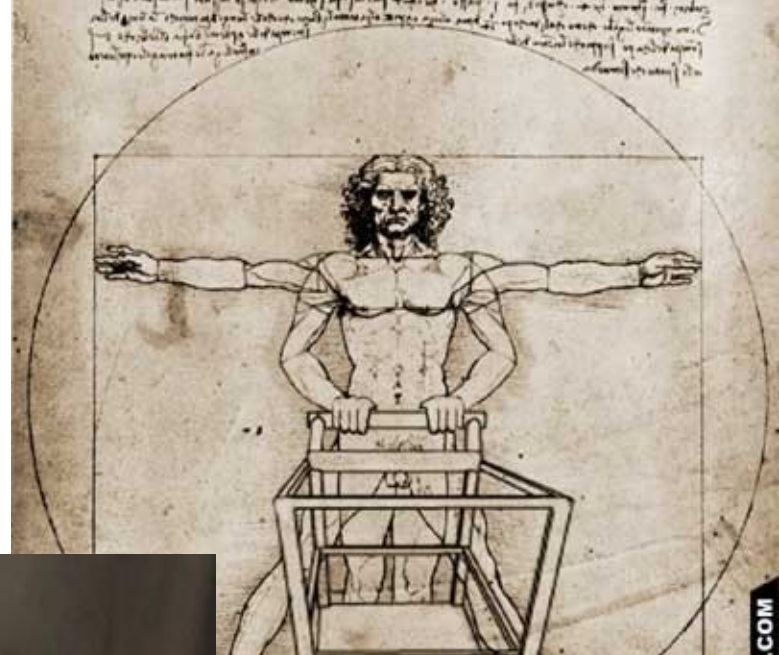
A digital fansubbing resource

Thru you: <http://thru-you.com/>
<http://www.youtube.com/watch?v=tprMEs-zfQA>

ECOLOGISTAS



MORIR.COM



COM

ABSOLUT
Country of Sweden
VODKA

This superior vodka was distilled from grain grown in the rich fields of Sweden in Sweden. It has been produced at the finest old distilleries near Åhus in accordance with more than 400 years of Swedish tradition. Vodka has been sold under the name Absolut since 1879.

50% 1 LITER
PRODUCED AND BOTTLED IN SWEDEN
BY V&S VIN & SPRIT AB

ABSOLUT IMPOTENCE.

DRINK "PROVOKES THE DESIRE BUT TAKES AWAY THE PERFORMANCE" — WILLIAM SHAKESPEARE

OBSESSION

for women

do.it.yourself
*diseña tus propias
camisetas, chapas e imanes*

**WEAPON
OF MASS
DISTORTION**

elige color

+ Evaluaciones abiertas



WIKIPEDIA
The Free Encyclopedia

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Wikipedia:WikiProject Murder Madness and Mayhem

From Wikipedia, the free encyclopedia

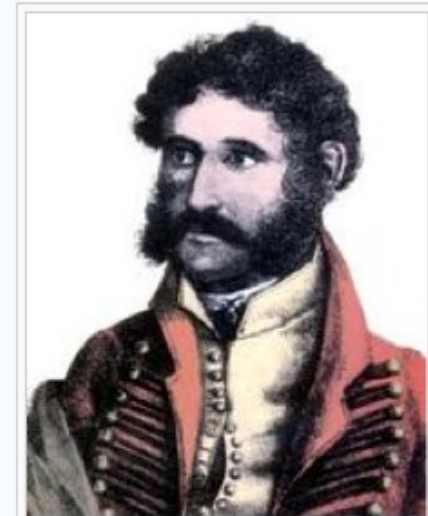
“ *This is a remarkable project, and a herculean task realized in the short time span of less than 15 weeks. Jon and his students are [a] model for thinking, sharing and contributing with[in] the open space of the internet. An important act of faith and intellectual responsibility. It is ever so impressive.* ”


—Jim Groom^[1]

“ *Gives students real-world experience finding their way, collaboratively, to high standards of content and writing in their field. It's an incredible example of what college students and their inspired teacher can do, collaborating, reflecting, listening, revising.* ”

—Barbara Ganley^[2]

“ *Over the course of the last few months I have learned so much about writing I cannot even express... and it shows. I have been a B+/A- student throughout my entire undergraduate career, and my last two papers have been A's! I think the grades speak for themselves.* ”



The grand-daddy of them all... 
[Juan Facundo Quiroga](#)

The TED Open Translation Project brings TEDTalks beyond the English-speaking world by offering subtitles, interactive transcripts and the ability for any talk to be translated by volunteers worldwide. [Learn more »](#)



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128 Translators [\(view\)](#)
423 Translations

Translations in progress

67 Languages
699 Translators
1106 Translations

ANY VIDEO ANY LANGUAGE

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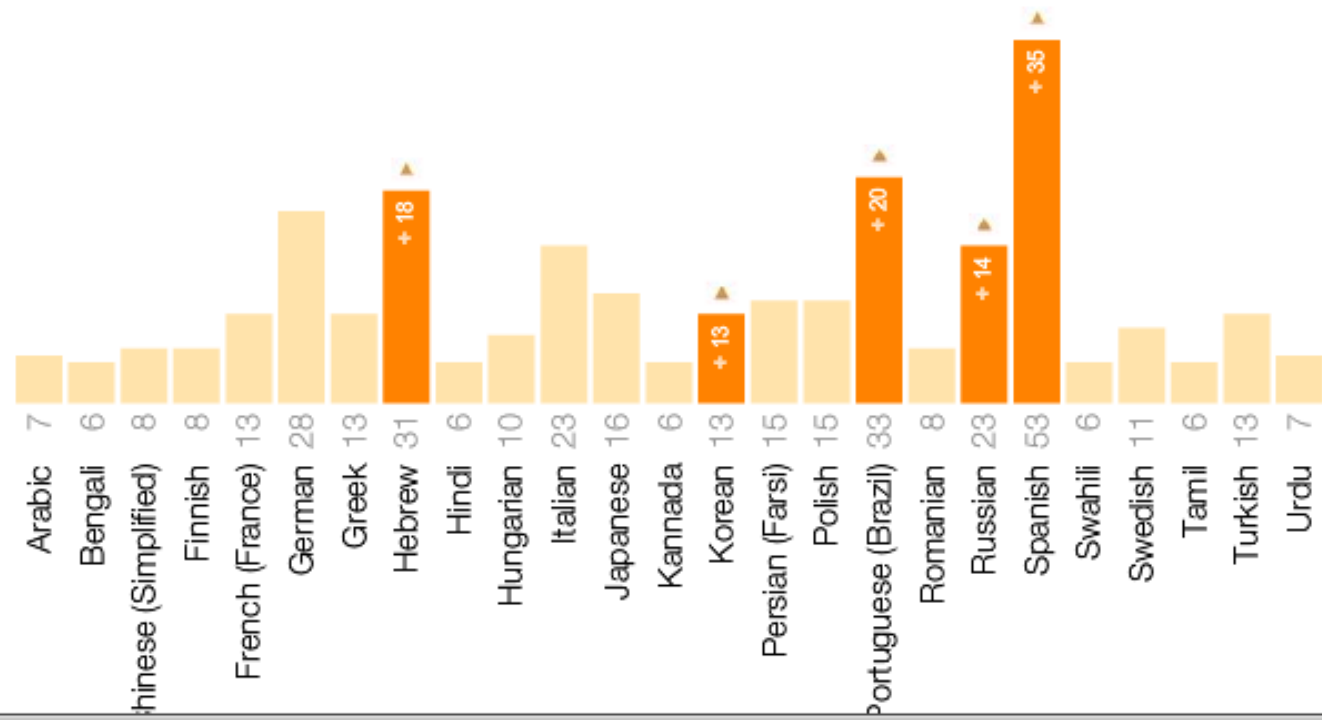
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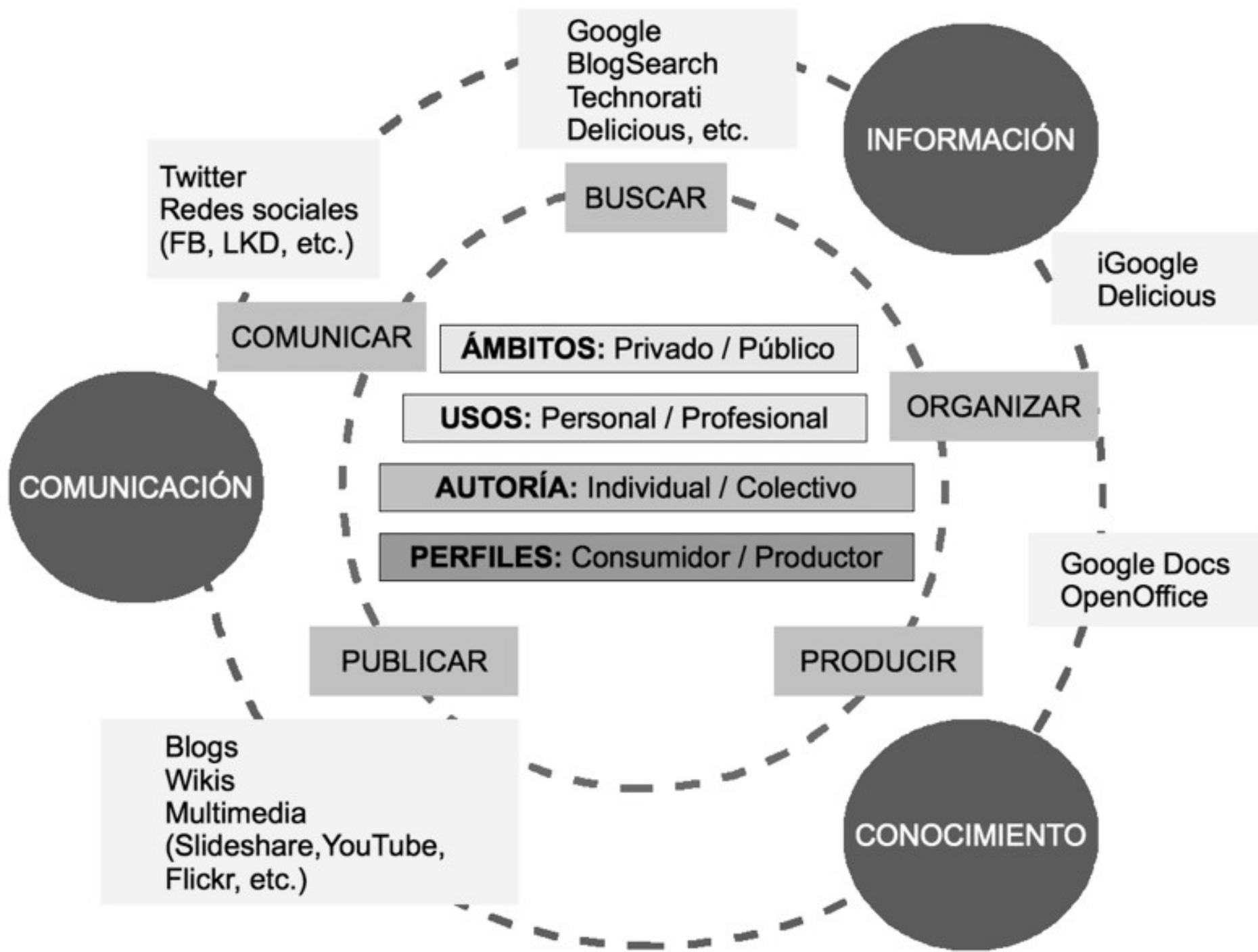


**+ Alfabetizar a los
alfabetizadores**

+ Ágora digital



Fuente: [Library Parabola](#) en Flickr



Teaching



Copyright

Home

About

Curriculum

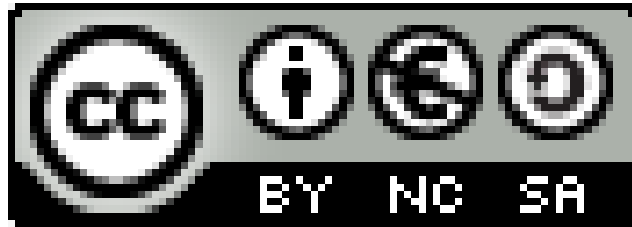
Resources

There's a lot of misinformation out there about legal rights and responsibilities in the digital era.

This is especially disconcerting when it comes to information being shared with youth. Kids and teens are bombarded with messages from a myriad of sources that using new technology is high-risk behavior. Downloading music is compared to stealing a bicycle — even though many downloads are lawful. Making videos using short clips from other sources is treated as probably illegal — even though many such videos are also lawful.

This misinformation is harmful, because it discourages kids and teens from following their natural inclination to be innovative and inquisitive. The innovators, artists and voters of tomorrow need to know that copyright law restricts many activities but also permits many others. And they need to know the positive steps they can take to protect themselves in the digital sphere. In short, youth don't need more *intimidation* — what they need is solid, accurate *information*.

EFF's Teaching Copyright curriculum was created to help teachers present the laws surrounding digital rights in a balanced way.



isftic

Banco de imágenes y sonidos



mediateca.educa.madrid.org



Videos



Imágenes



Audios



Artículo: [Publicar un blog de forma libre y responsable](#)

Welcome

Just like a tattoo, your digital reputation is an expression of yourself. It's highly visible, and hard to remove. Explore how your online identity affects you, your friends, your school and your job - for better and for worse - and how to make informed choices. Need more? **Watch this 5-minute video.**

How To Use This Tutorial

BEFORE YOU START: Enable Your Cookies

STEP 1: Assess Yourself (on your right) to get customized starting points **OR...**

Begin the tutorial with Protect. OR...

Navigate using tabs, the table of contents, or tags.

STEP 2: Complete the **Check Yourself** items on each page, and take a poll for fun.

STEP 3: Check Your Progress with each section.

Protect | Connect | Learn | Work

Protect

Whenever you use the internet you leave a trace behind - your digital tattoo! Find out how to protect your computer and yourself. Learn about privacy settings and security features, and get the scoop on identity theft and cyberstalking.

In the news:

New Tool to Calculate Your Digital Footprint
How Does the Internet See You?

Connect

You use the internet to create, share and collect information. Learn about the different tools to help you communicate with the world, and develop the online identity you want.

In the news:

Death and Dating in the Digital Realm

Learn

Learning takes place online too, so you develop a digital tattoo at school. Get the scoop on being a wired student: research on the web, academic honesty, open access learning, and more!

In the news:

Stanford University Brings Office Hours to Facebook

Work

What happens in the real world? Employers will look you up on the web - what will your digital tattoo say about you? Learn what to do to impress your future boss.

In the news:

Facebook at the office...

Assess Yourself

When I'm online, my favourite thing to do is

- post pictures of me and my friends having a good time
- share everything about me- what movies I like, what I'm up to, and how to get in touch with me.
- I never post anything I wouldn't want my mother to see

When I'm working on an assignment, the first thing I do is...

- look up the topic on Wikipedia.
- connect with classmates online to put our heads together.
- use the internet to find resources, and maybe photos and videos too.

When I'm not studying, I mostly use my computer and the internet for...

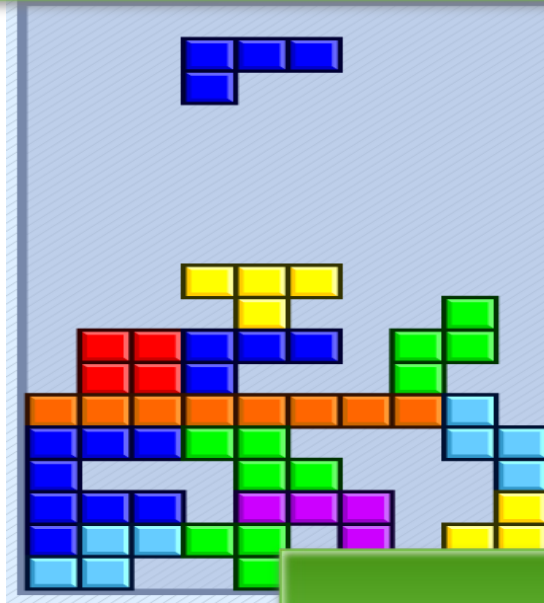
- logging onto wireless networks wherever I go
- shopping and keeping track of my bank account online
- accessing my accounts and profiles on a bunch of different websites

go

Descubriendo



Encajando piezas



Acompañando en el camino

El peregrino digital y la educación 2.0



GRACIAS



Tíscar Lara

Vicedecana de Cultura Digital EOI



tíscar.com