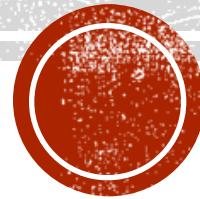


TECNOLOGÍAS PARTICIPATIVAS (COLABORATIVAS, SOCIALES)

Claudia López
DI, UTFSM



REFERENCES

- Wallace, 2014 - Chapter 8
- Un montón de mi investigación con sus propias referencias tbn

AVISOS DE UTILIDAD PUBLICA

- Viernes 27: estarán las notas del certamen
- Lunes 30: los reportes 2 corregidos
- Lunes 30: Entrevistas – tipo speed-date
 - 8 minutos por equipo
 - Planeen 5, 3 para despedirse
 - Pueden mostrar prototipos y hacer preguntas

ACT1: AGRUPAR TI

- En grupos de 4, trabajen en
 - Definir las TI de los papelitos
 - Agrupar papelitos en grupos según algún criterio que a ustedes les parezca el más razonable
 - Prepárese para explicar al curso por qué fueron agrupados así

EVOLUCIÓN – 90'S

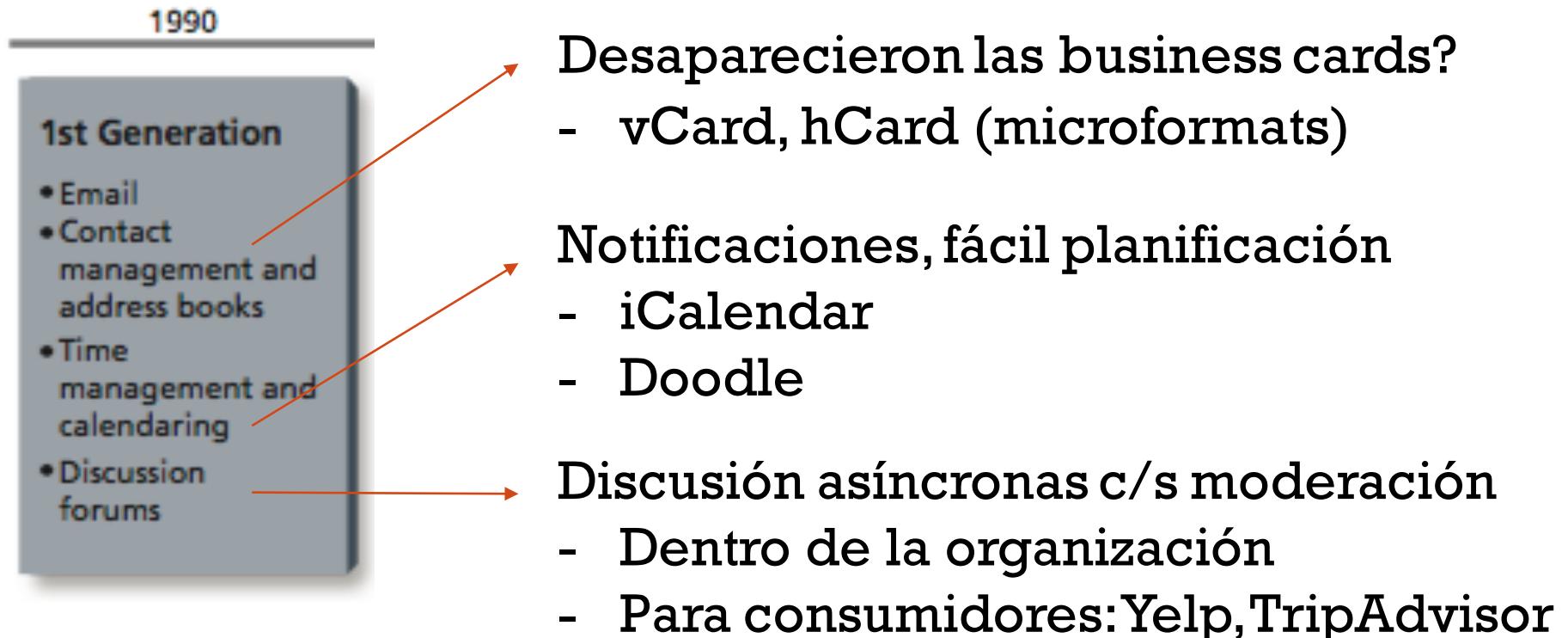
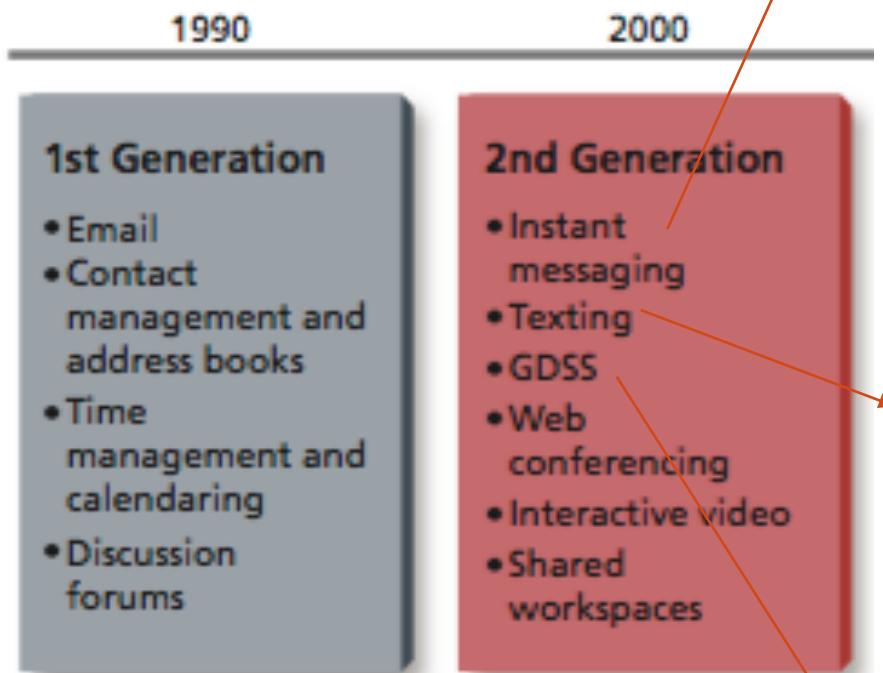


FIGURE 8-1

Evolution of collaborative technologies.

EVOLUCIÓN – 2000'S



- Rápido, menos disruptivo
- Messenger, Google Talk, Yahoo! Messenger, Skype
 - Propietarios, no hay interoperación
 - **Indicador de presencia**
"disponible", "haciendo como que trabajo"

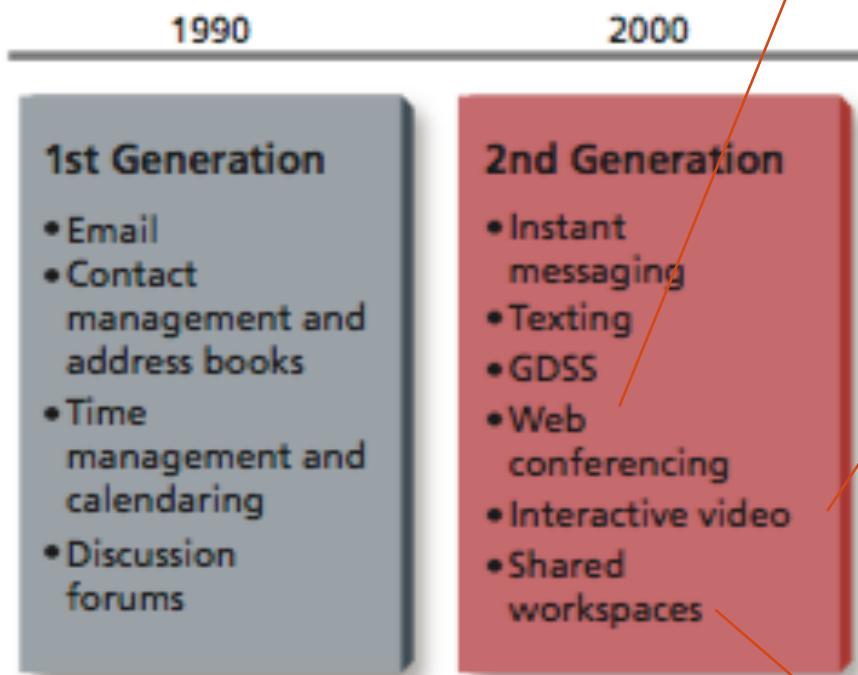
- Rápido, - disruptivo, confiable
- Base en red de celulares
 - Útil en algunas catástrofes

Group Decision Support System

- Lluvia de ideas, votar, consensuar
- Anonimo – evitar presión de grupo o influenciadores

FIGURE 8-1
Evolution of collaborative technologies.

EVOLUCIÓN – 2000'S



Reuniones online

- WebEx, Go To Meeting
- Audio y video en vivo (y después de)
- Mashups: chats, videos, news feed, polling, desktop sharing, pizarras interactivas

- + comunicación no verbal
- Skype, Google Hangout
- Hacia telepresencia

Soporte a equipos (largo plazo)

- Documentos compartidos, anuncios, colaboración en edición

FIGURE 8-1

Evolution of collaborative technologies.

DEFINICIONES

telepresence

The impression created when remote participants in an interactive video meeting are almost life-sized and vividly clear; useful for sensitive negotiations.

shared workspace

An area on a server in which team members can post documents, maintain membership lists, feature news and announcements, and collaborate on edits and updates.

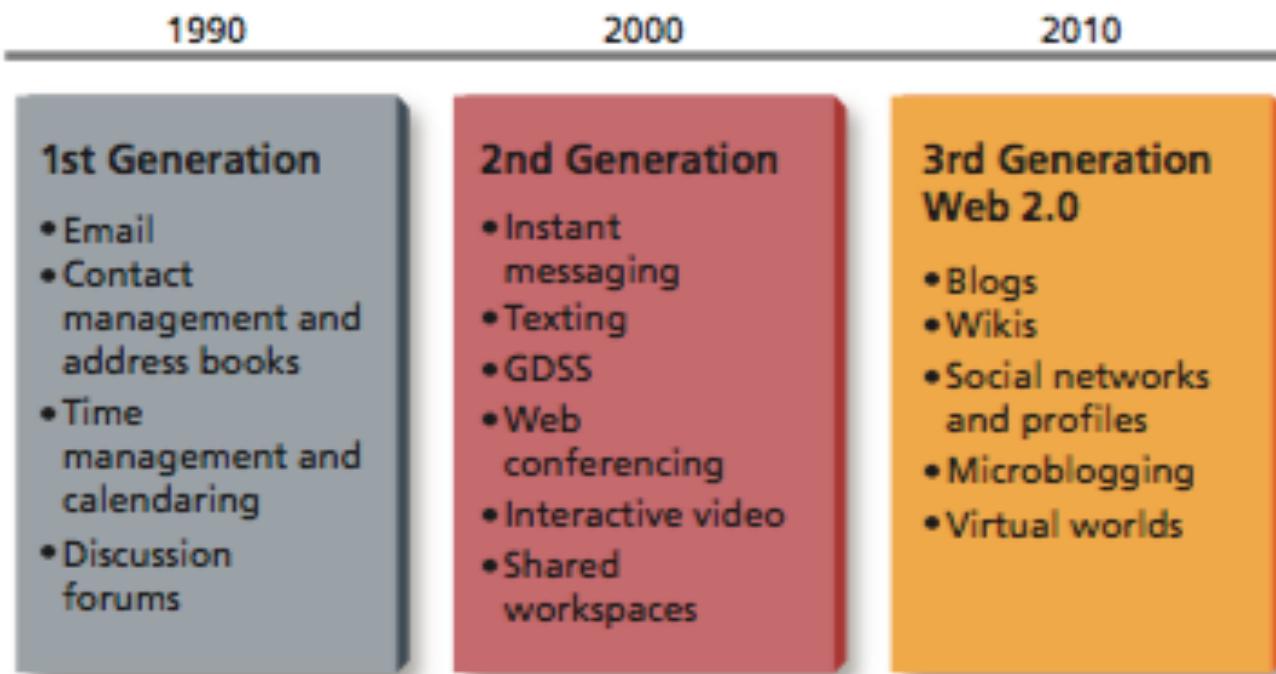
FUNCIONES DE SHARED WORKSPACES

FIGURE 8-7

Shared workspace capabilities for teams.

- ▶ Discussion forums
- ▶ Team calendars
- ▶ Team announcements
- ▶ Shared task lists with task status, due dates, priorities, and assignments
- ▶ Email alerts to inform team members of updates to the shared workspace
- ▶ Member lists with contact information
- ▶ Search functionality
- ▶ Content management capabilities with checkout and version control
- ▶ Collaborative document editing
- ▶ Workflow management

EVOLUCIÓN – 2010'S

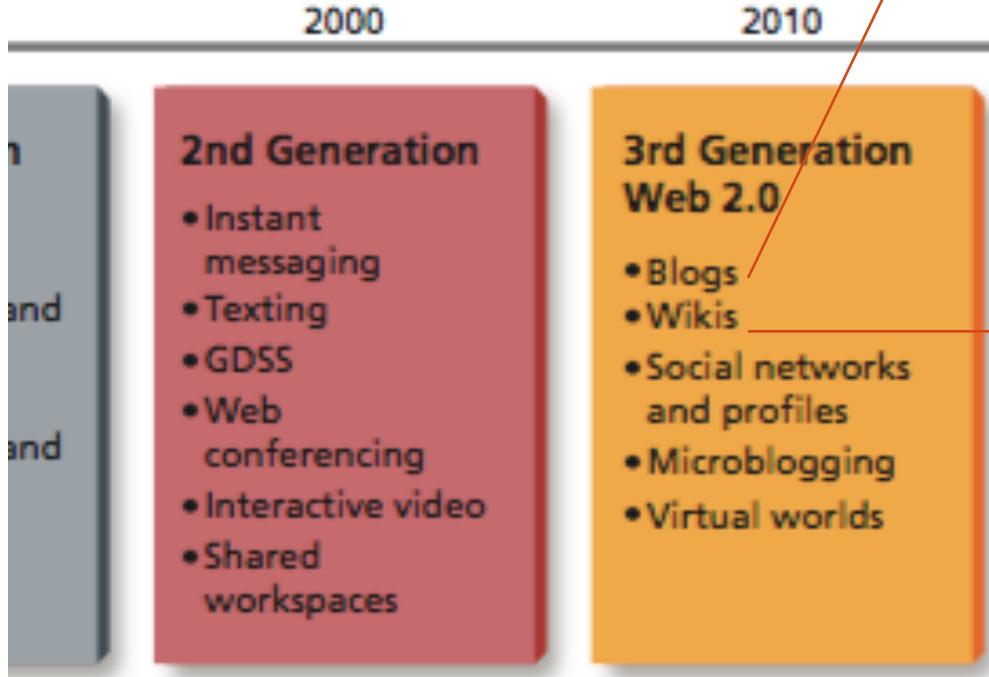


Qué hace la
diferencia
entre
generaciones?

FIGURE 8-1

Evolution of collaborative
technologies.

EVOLUCIÓN – 2010'S



Web logs (texto, foto, links)

- Wordpress, Blogger
- Orden cronológico inverso
- Redes de bloggers
- Blogs corporativos – conexión con clientes

Permite editar colaborativa%

- MediaWiki
- Registra historia de cambios, discusión
- En corporaciones son bases de conocimiento

FIGURE 8-1

Evolution of collaborative technologies.

DEFINICIONES

blog

Short for "web log," and used to facilitate collaboration and knowledge sharing. Posts are displayed in reverse chronological order so that the most recent appears on top.

wiki

Web software frequently used to build knowledge bases that allows users to add and edit interlinked web pages.

BLOGS CORPORATIVOS

FIGURE 8-8

Examples of top corporate blogs.

Patagonia	Outdoor clothing	"The Cleanest Line" has the feel of a travel guide, with off-beat stories such as "Skateboarding in Tibet"
Zillow	Real estate infomediary	This site offers useful tips and advice for prospective home buyers.
GE Reports	Electric appliances	General Electric's no frills blog features storytelling to inform the public.
IBM Software Blog	Computer services	Discussions are provided about how software is changing people's lives.
Disney Parks Blog	Amusement parks	The site takes visitors behind the scenes to share what makes the parks successful.

WIKIPEDIA

Discusión:

- Calidad (confianza, manipulación)
- Sesgos (85% editores son hombres, mucho en inglés, poco en todo lo demás)

Article [Talk](#) Read [View source](#) [View history](#)

September 11 attacks

From Wikipedia, the free encyclopedia

"9/11" redirects here. For the date, see [September 11](#).

For other uses, see [September 11 attacks \(disambiguation\)](#).

The **September 11 attacks** (also referred to as **9/11**)^[nb 1] were a series of four coordinated **terrorist attacks** by the **Islamic terrorist group Al-Qaeda** on the **United States** on the morning of Tuesday, September 11, 2001. The attacks consisted of **suicide attacks** used to target symbolic U.S. landmarks.

External links modified [\[edit\]](#)

Hello fellow Wikipedians,

I have just added archive links to 8 external links on [September 11 attacks](#). Please take a moment to review [my edit](#). If necessary, add `{{cbignore}}` after the link to keep me from modifying it. Alternatively, you can add `{{nobots|deny=InternetArchiveBot}}` to keep me off the page altogether. I made the following changes:

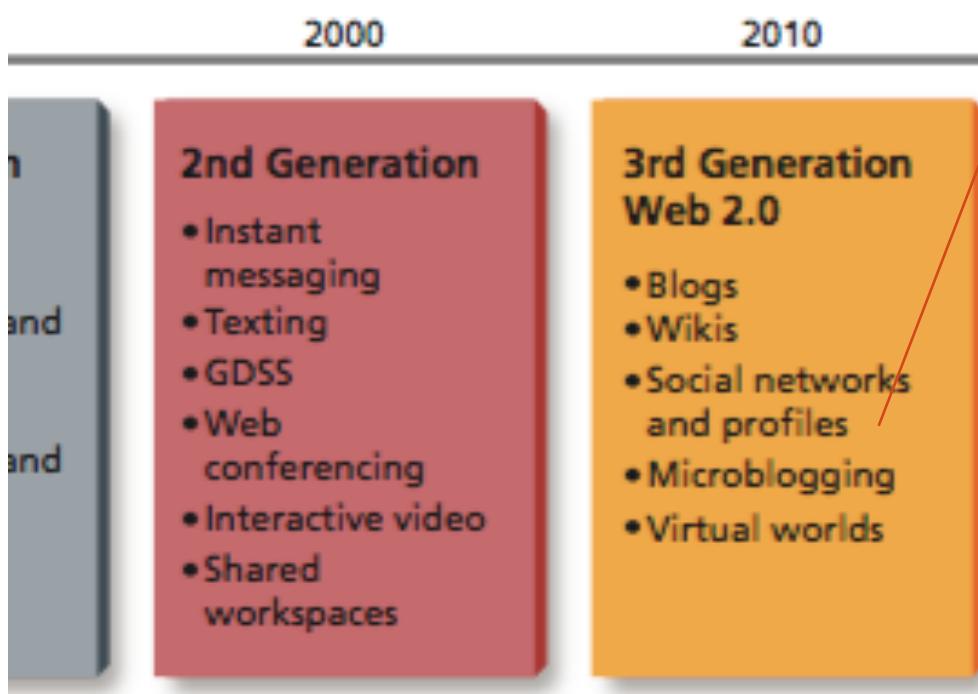
- Added archive http://web.archive.org/web/20110905071729/http://www.pbs.org/newshour/bb/business/july-dec01/redcross_12-19.html to http://www.pbs.org/newshour/bb/business/july-dec01/redcross_12-19.html
- Added an

[2002/g8](#)
<http://www.terrorism>

Angry Birds is a puzzle video game developed by Finland-based Rovio Mobile. Inspired primarily by a sketch of stylized wingless birds, the game was first released for Apple's iOS in December 2009. Since that time, over 12 million copies of the game have been purchased from Apple's App Store, which has prompted the company to design versions for other touchscreen-based smartphones, such as those using the Android operating system, among others.

taskis summit -

EVOLUCIÓN – 2010'S



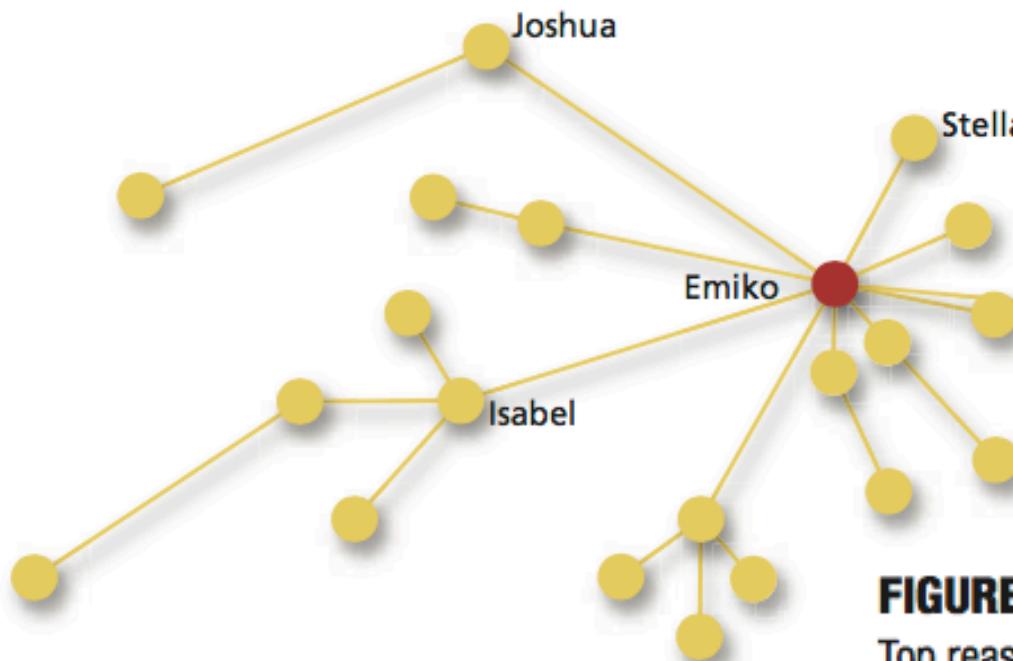
Interacción y colaboración

- sincrona
- Facebook, LinkedIn, Orkut
- Perfil, muro,
- **Conexiones a otros perfiles**
- **Gran adopción:** más de $\frac{3}{4}$ adultos (80-95), gran crecimiento entre 50+
- Corporaciones lo usan para aumentar visibilidad, conectarse con clientes, compartir conocimiento

FIGURE 8-1

Evolution of collaborative technologies.

SOCIAL NETWORKING SITES



41% de los usuarios
chequean sus SNS varias
veces al día

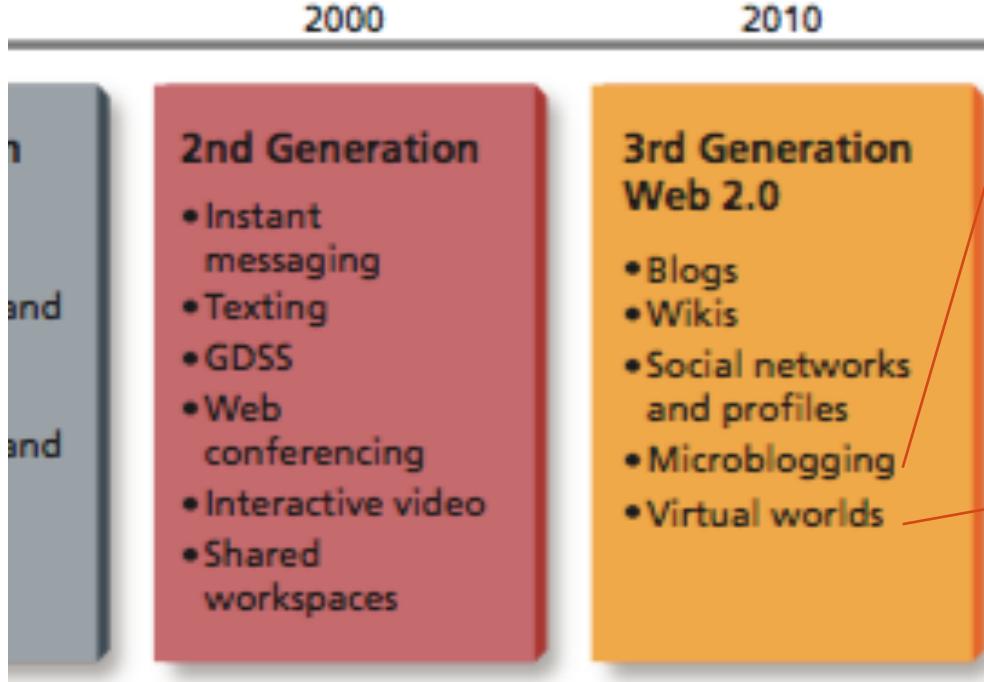
Algunos se toman breaks
(61%)

FIGURE 8-11

Top reasons for taking a break from Facebook.

Was too busy/Didn't have time for it	21%
Just wasn't interested/Just didn't like it	10%
Waste of time/Content was not relevant	10%
Too much drama/gossip/negativity/ conflict	9%

EVOLUCIÓN – 2010'S



Blogs con posts cortos

- Twitter
- “seguir” a otras cuentas
- Permite responder
- Como IM + red social

Ambiente gráfico, 3D donde el usuario está inmerso

- Juegos (World of Warcraft)
- U.S. Airforce
- No muy usados por empresas (caro, propietarios)

FIGURE 8-1

Evolution of collaborative technologies.

TWITTER

- Real-time updates – dinámica de grupo (mundial)
- Marketing
 - Khloe Kardashian cobra \$13,000 por tweet ~ 8 millones de followers
 - Cada empresa tiene su propia red y la va “nutriendo” con diferentes estrategias
 - Vine: videos de 6 segundos
- Hashtags & trending topics
 - Adhoc o creados por corporaciones (#ReformaEducacional)

DEFINICIONES

microblogging

A form of blogging in which the posts are quite short, and especially suitable for mobile devices. As in a blog, the entries appear in reverse chronological order.

hashtag

Microblogging tool invented by web users in which posts on a similar topic all include a keyword prefixed by a #.

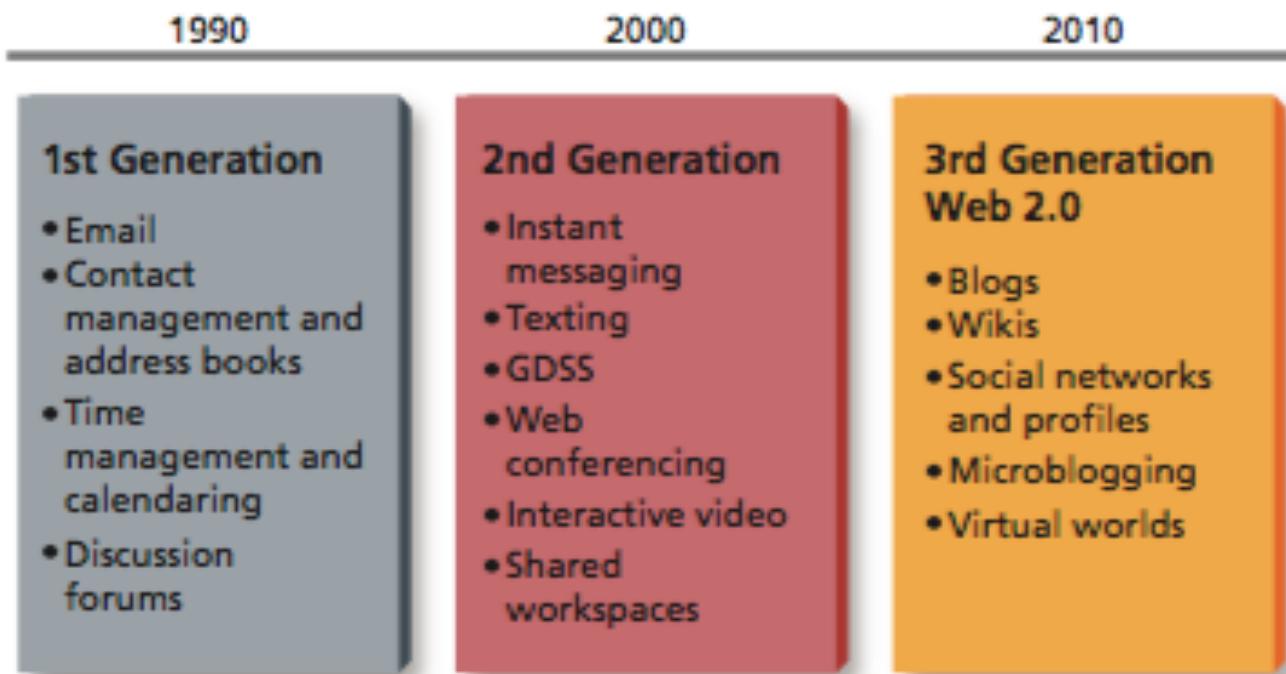
virtual world

A graphical, often 3D environment in which users can immerse themselves, interacting with virtual objects and one another using avatars.

virtual reality

Describes what people experience when some of their sensory input is not from the real world, but from a computer-generated one. Technologies such as stereoscopic goggles and specially wired gloves enhance the illusion of physical immersion.

EVOLUCIÓN – 2010'S



Qué viene?

FIGURE 8-1

Evolution of collaborative technologies.

EL FACTOR HUMANO

21

ACT2: CÓMO NOS ADAPTAMOS A LAS TI?

- Estamos súper acostumbrados a interactuar cara-a-cara (lo hemos hecho por siglos – como especie)
- Discuta por qué estos conceptos podrían (o no) afectar nuestro uso de estas TI
- Posicione los conceptos cerca de las TI con las que más se relacionan

A QUÉ HAY QUE ACOSTUMBRARSE?

- Herramientas desconocidas (e.g. QUERTY)
- Carencia de comunicación no-verbal
- Carencia de presencia física
- Anonimidad
- Enorme audiencia

NUEVOS DESAFIOS

- Manejo de las impresiones online
 - En diferentes plataformas, públicas y privadas, diferentes ámbitos, diferentes audiencias
- Desarrollo de grupos virtuales
 - Desarrollo de normas del grupo
 - Manejo de desinibición
 - Menos diferencias de status
 - Desarrollo de confianza

TECNOLOGIAS PARTICIPATIVAS Y CAPITAL SOCIAL

25

AGENDA

- What is social capital?
 - Why is it important?
- How do we study it?
 - How do we measure it?
- Why is it important for information experts?
 - Socio-technical capital

CAPITAL

- Investment with expected returns
- Surplus value
 - Product of a process
- Any example?
 - Financial capital
 - \$ buys what is needed to generate revenues
 - Physical capital
 - physical resources that enable production => revenues



NEWER KINDS OF CAPITAL

- **Human capital**



- Education, knowledge and skills => earnings

- **Social capital**

- Social relationships => returns



NEWER KINDS OF CAPITAL

- Underlying concept (Lin, 1999)
 - You can invest in it,
 - accumulate capital,
 - employ it to obtain returns

HUMAN CAPITAL

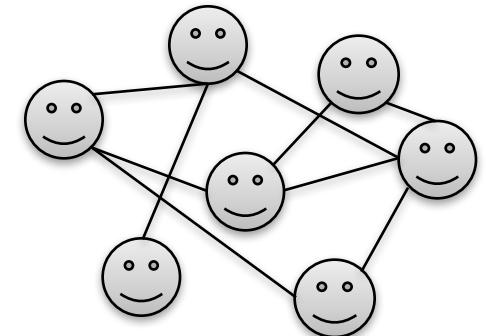
- Underlying concept
 - You can invest in **education**,
 - accumulate **human capital**,
 - employ it to obtain **higher earnings**

SOCIAL CAPITAL (SC)

- Underlying concept
 - You can invest in **social relationships**,
 - accumulate **social capital**,
 - employ it to obtain **info, power, reputation, wealth,...**

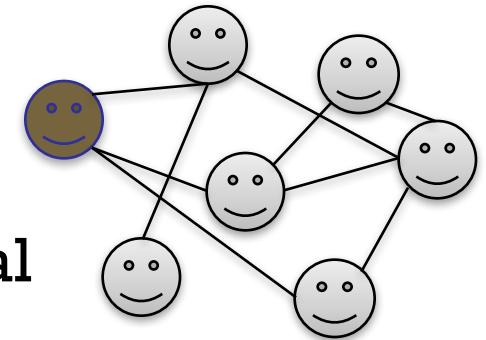
SOCIAL CAPITAL – A COMPLEX CONCEPT

- Several definitions since 80's
- Agreements
 - Social relationships form a social network
 - Social network has a (potential) value
 - Individual and collective components



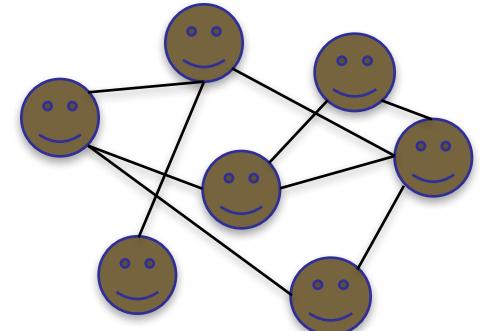
INDIVIDUAL: RELATIONSHIPS, RESOURCES & RECIPROCITY

- If you borrow a cup of sugar from your neighbor, you can save time
- If your friend gives you a ride to the airport, you are saving money and/or time
- If you know a reliable mechanic, this can save you money, time, headaches
- If you are looking for a new job, your social network can help you find one
- If you feel sad or depressed, your social network can give social or emotional support



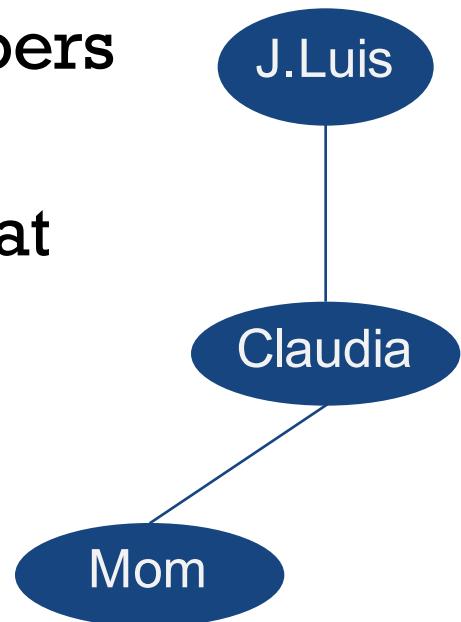
COLLECTIVE: TRUST AND SOCIAL NORMS

- A well connected group can trust in each other, comply to social norms, and mobilize to achieve a shared goal
 - E.g. unions, neighborhoods
- Well connected communities are
 - safer <= norms and control
 - happier <= trust
 - healthier <= life satisfaction, social support
 - stronger in terms of democracy <= more civic engagement



ACTIVITY 1

- Draw an ego-centric network of yourself and 15 of your friends/family members that first come to your mind
- Add a weight to each connection that satisfies the followings:
 - A ride to airport
 - Information about how to get a job
 - Money to pay your rent
 - Advice about a personal problem



ACTIVITY 2 - NEW YORK WHOLE SALE DIAMOND MARKET

Merchants frequently hand over bags of diamonds, often worth many thousands of dollars, to other merchants to examine at their leisure. This is done without insurance or formal agreement. To an outsider this might seem extremely risky and unwise, as there appears nothing to stop another merchant taking advantage and pocketing the diamonds. Yet the market is extremely successful and effective!

How?

SO WHAT IS IMPORTANT ABOUT SC?

- **Individuals**

- Ego-centric relationships with other individuals
- Resources you can get from it
 - Not only money, but information, social support,...
- Reciprocity is key

- **Collective**

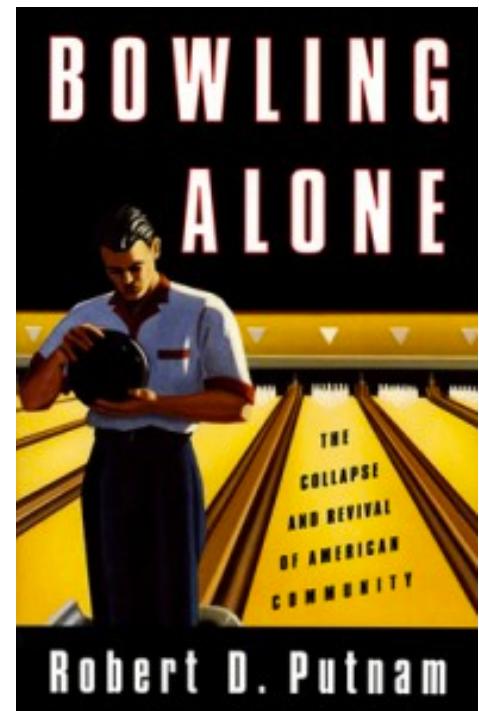
- Trust & social norms
 - involvement in enforcing norms, participating in shaping the social norms, practicing reciprocity collectively

HOW DO YOU ACCRUE SOCIAL CAPITAL?

- Cultivating relationships
 - Making friends
 - Being a member of groups
 - Being a member of associations
 - Being a good citizen
- Behaving as a good member
 - Practicing reciprocity
 - Complying with norms
 - Voting
 - Volunteering
 - Contributing to the group

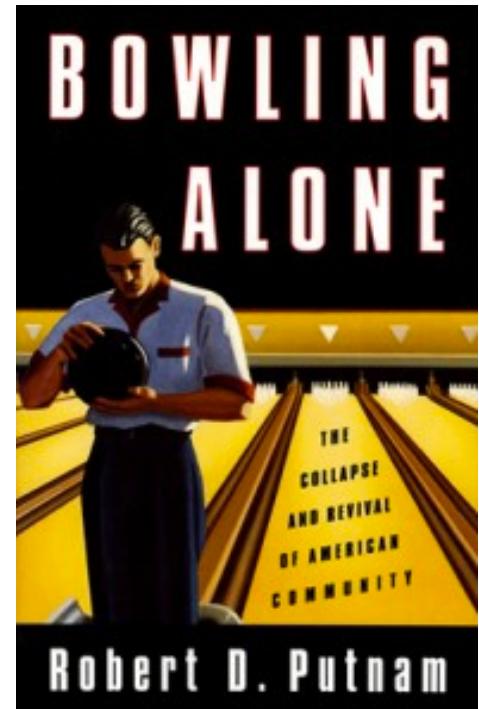
WHY IS IT SO IMPORTANT NOW?

- Because we are –apparently-- losing it (Putnam, 2001)
- Compared to 70's, Americans
 - **affiliations** to religious institutions, unions, parent-teacher associations and volunteer organizations have **dropped** significantly
 - **vote less**, attend fewer public/school meetings, trust less the government



WHY IS THE BOOK CALLED LIKE THAT?

- “Between 1980 and 1998, the total number of bowlers in America increased by 10 percent,
- while league bowling decreased by 40 percent.”
(Putman, 2001)



REASONS FOR SUCH A CHANGE?

- Changes in family structure
- Suburban sprawl – people commute longer
- Electronic entertainment (e.g. TV)

SOME DISCUSSION ABOUT IT

- The importance of SC is generally accepted
- World Bank gives guidelines of how to measure it
- Some researchers see the declines as less severe

SUMMING UP

- Social capital bring valued returns
- There is a belief that Americans are losing it
 - Less participation in traditional organizations
 - Less civic engagement
- There are several reasons that explain these declines
 - One of them is associated to technology

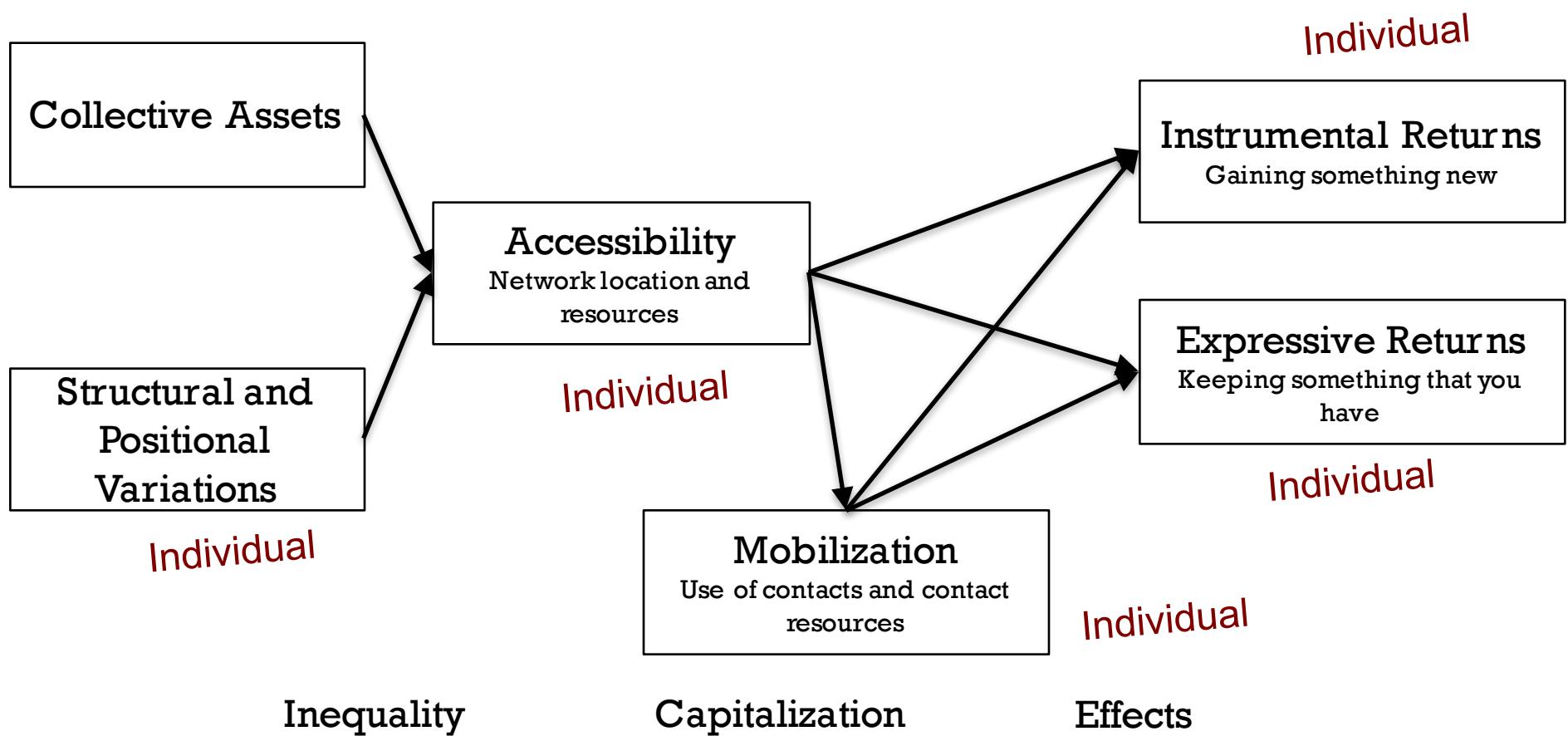
AGENDA

- What is social capital?
 - Why is it important?
- How do we study it?
 - How do we measure it?
- Why is it important for information experts?
 - Socio-technical capital

HOW TO STUDY SOCIAL CAPITAL?

- There is more controversy here
- Operationalizing SC is not so straightforward
- There are several concepts and models
- We will use one of them as framework
 - Keep in mind that this is not the only one

LIN'S MODEL OF SOCIAL CAPITAL

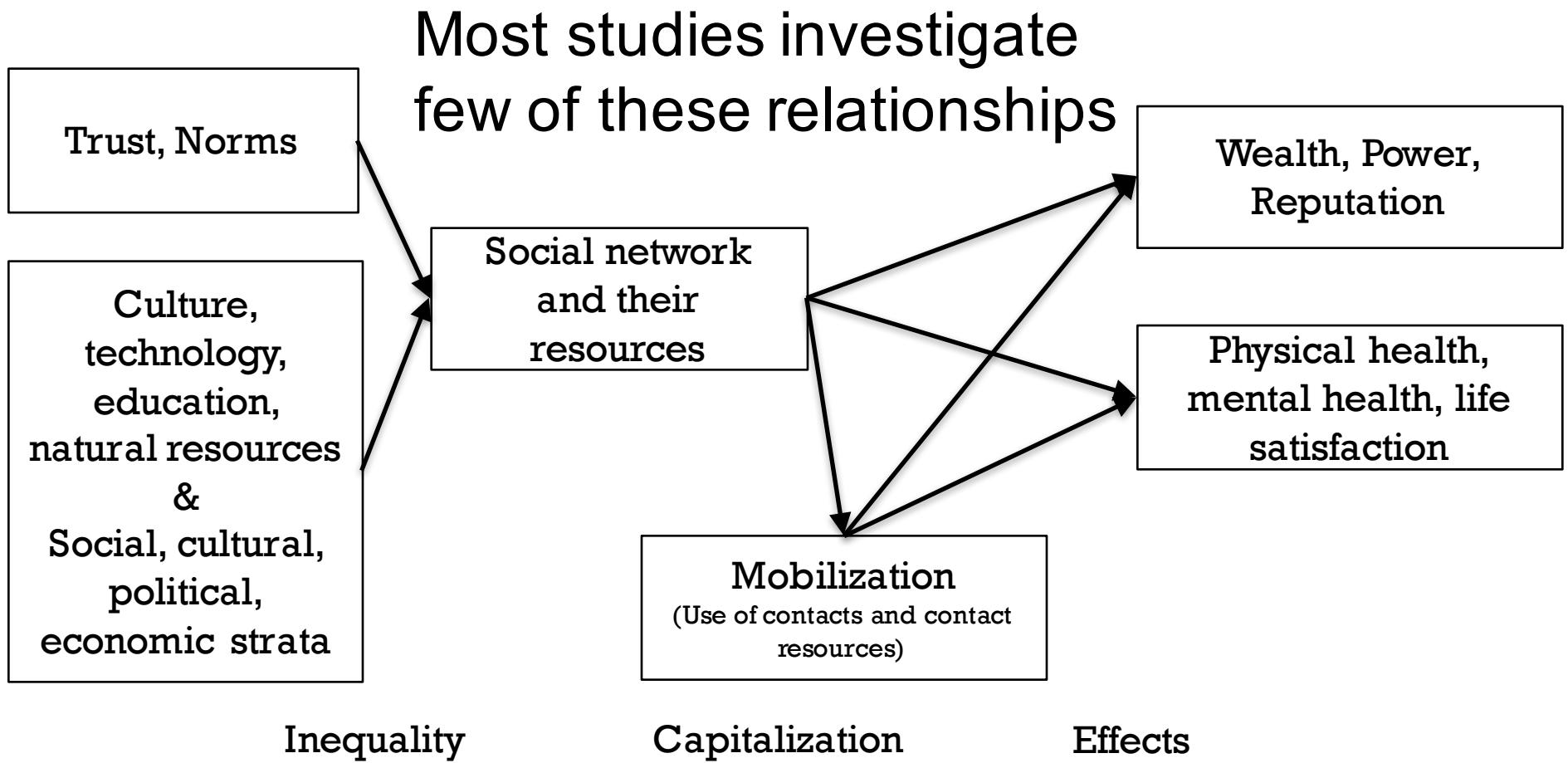


Social Capital

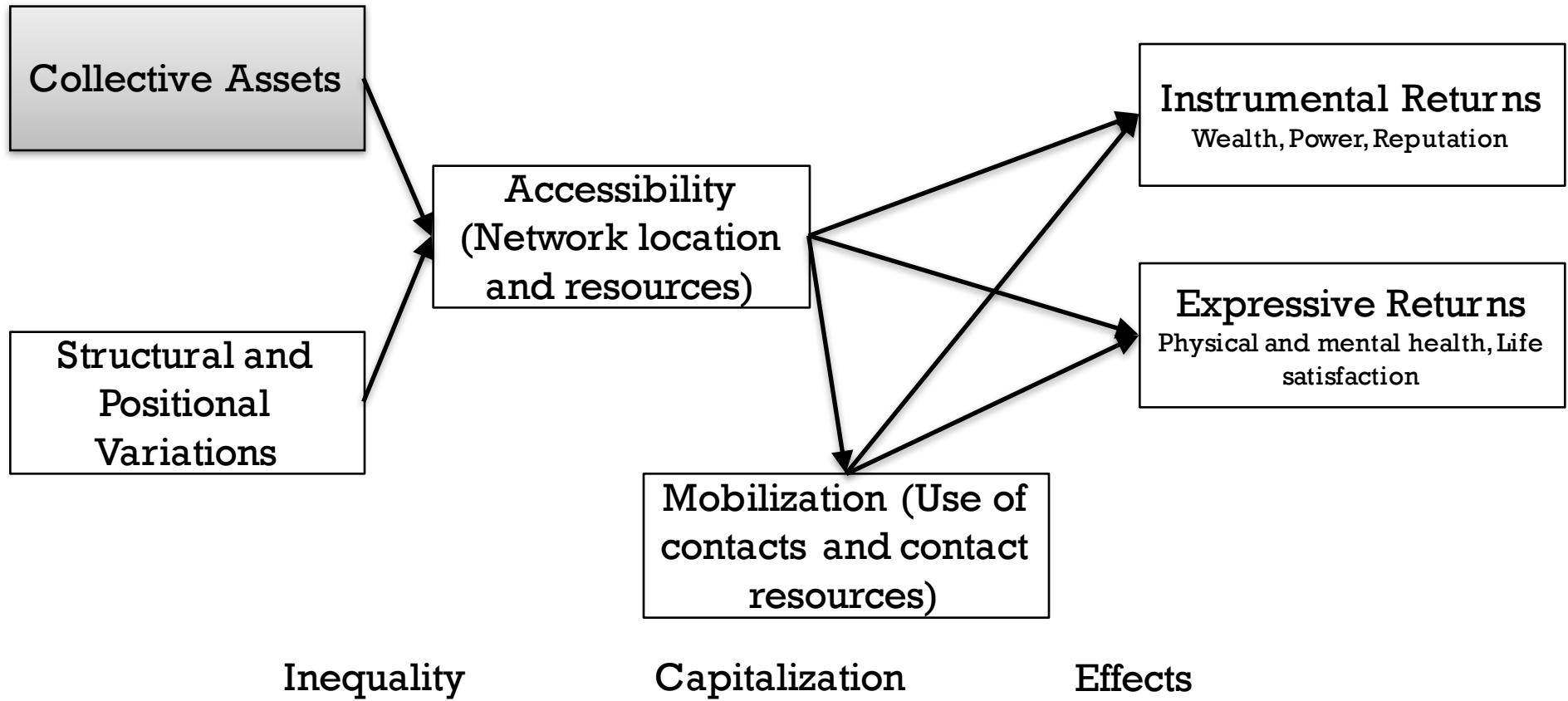
46

Lin, 1999

LIN'S MODEL – EXAMPLES OF MEASURES



LIN'S MODEL OF SOCIAL CAPITAL



TRUST & DEMOCRACY

- Methods: Self-reports – surveys
- Trust has been associated to stronger democracies (Paxton, 2002)
 - Countries with higher scores in trust have more stable democracies
 - Potential reason: better information flows – good ideas spread quickly and extremist ideas can be controlled easier

TRUST IN US (GENERAL SOCIAL SURVEY)

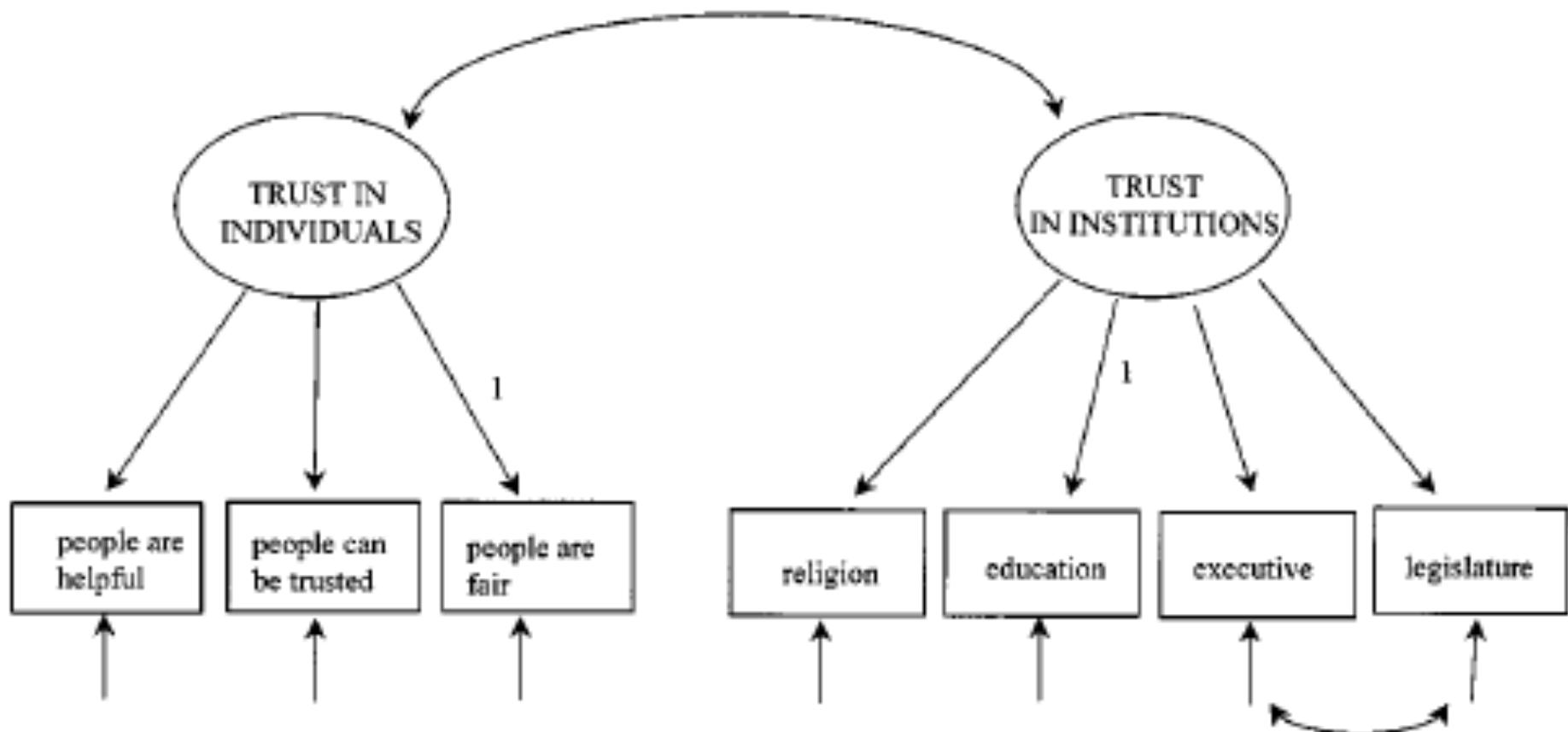
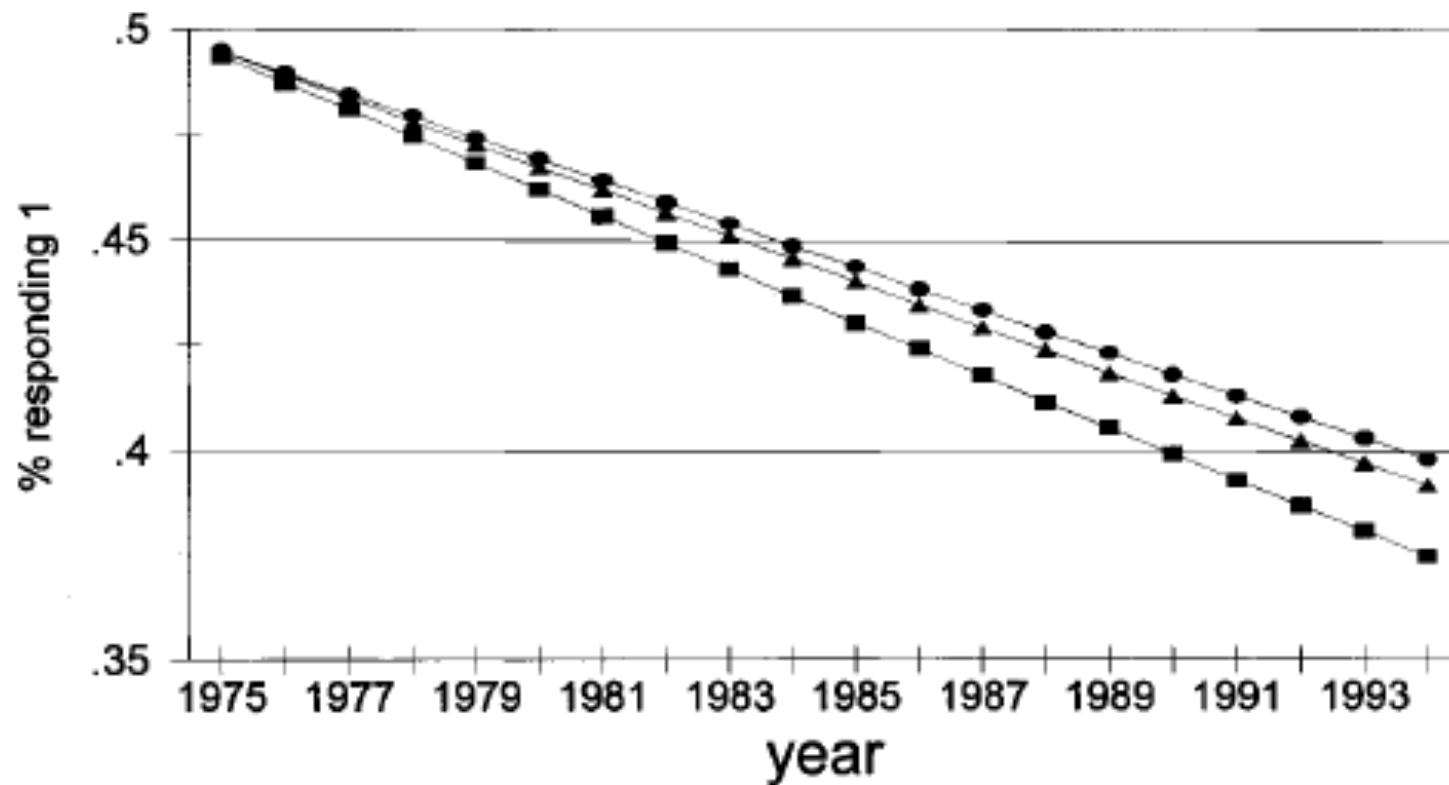


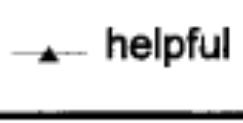
FIG. 4.—Model of the trust component of social capital

Paxton, 1999

DECLINE ON TRUST IN PEOPLE

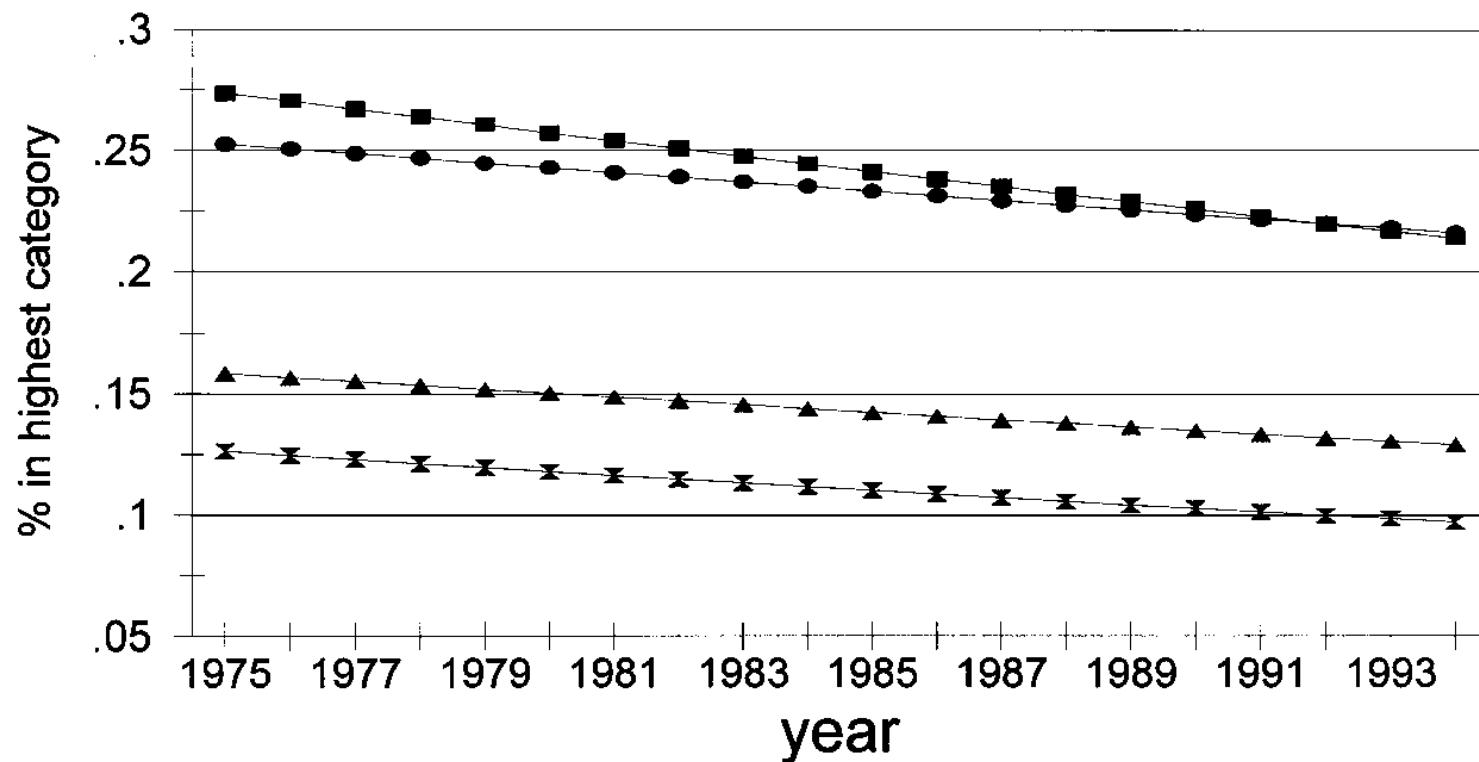


"Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves?" (HELPFUL)



Paxton, 1999

DECLINE ON TRUST IN INSTITUTIONS



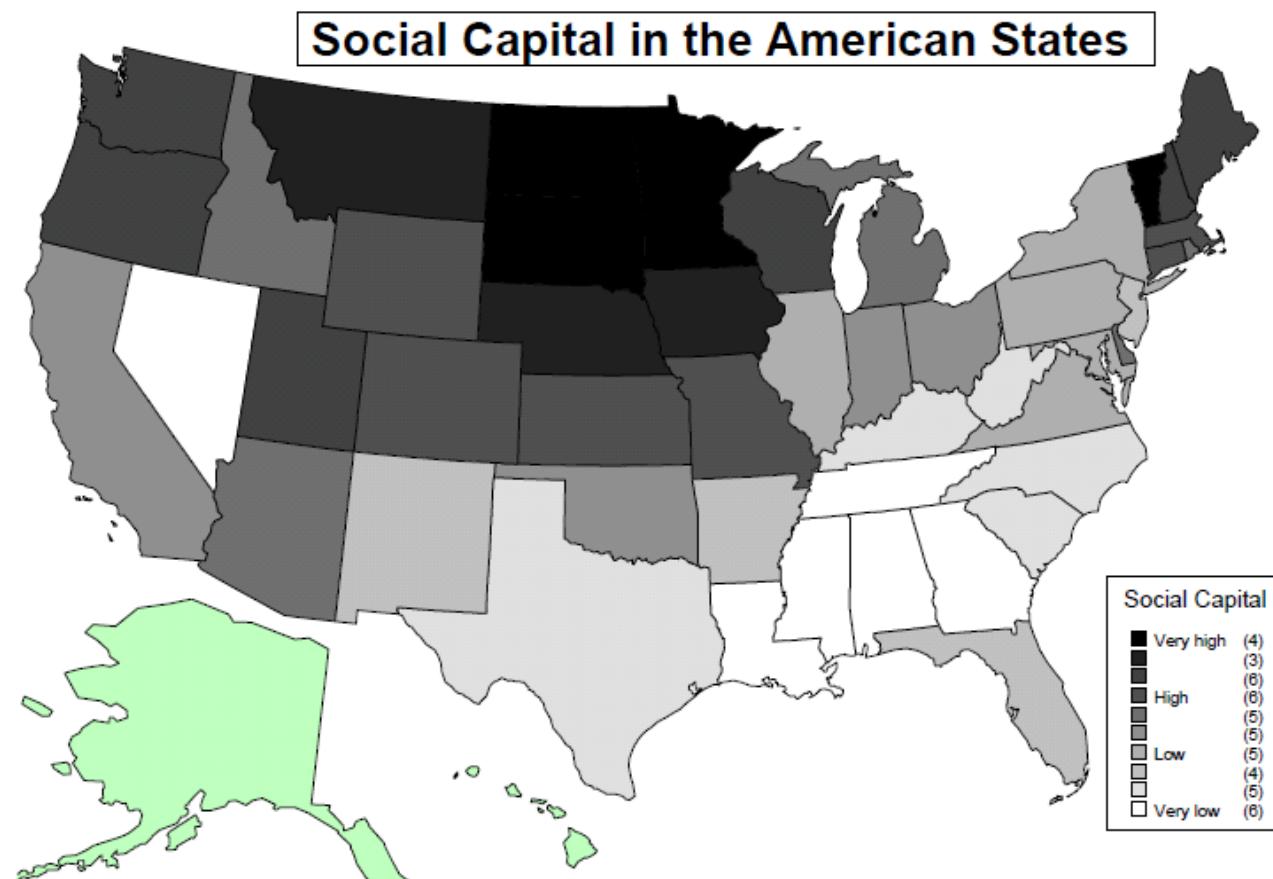
"As far as the people running those institutions are concerned, would you say you have a great deal of confidence in ..."

legislature

Paxton, 1999

SOCIAL CAPITAL VARIES ACROSS US STATES

Low SC is associated with the depth of slavery in the 19th century

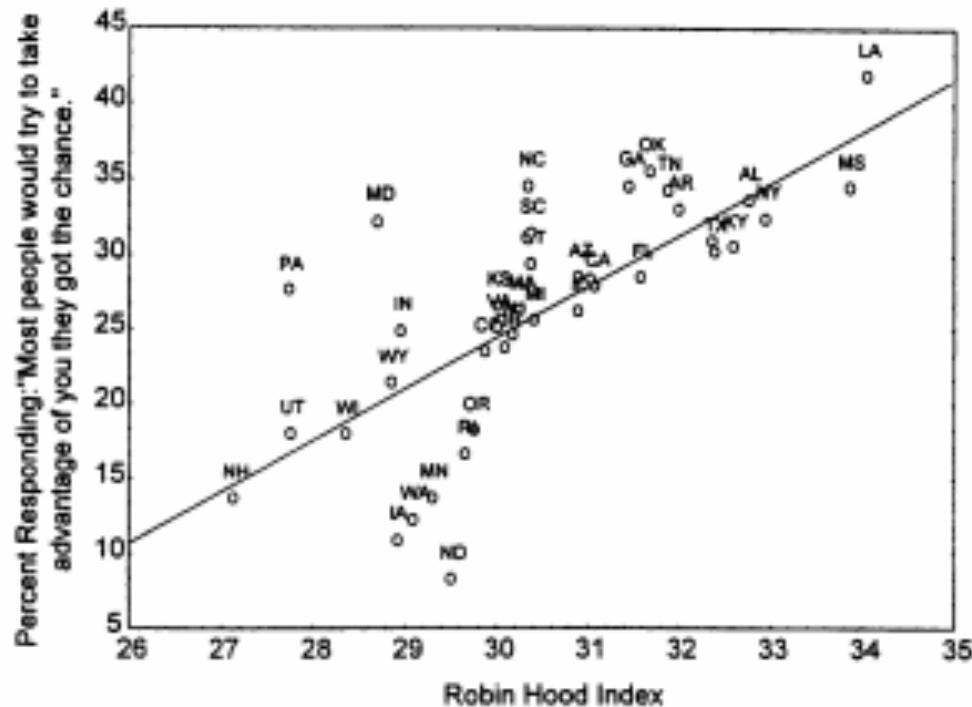


Social Capital

Putman, 2001

INCOME & SOCIAL CAPITAL (SOCIAL TRUST)

Lack of social trust (inverse SC)



Income inequality

FIGURE 1—The relationship between income inequality, as measured by the Robin Hood Index, and lack of social trust.

SOCIAL CAPITAL & MORTALITY

Mortality

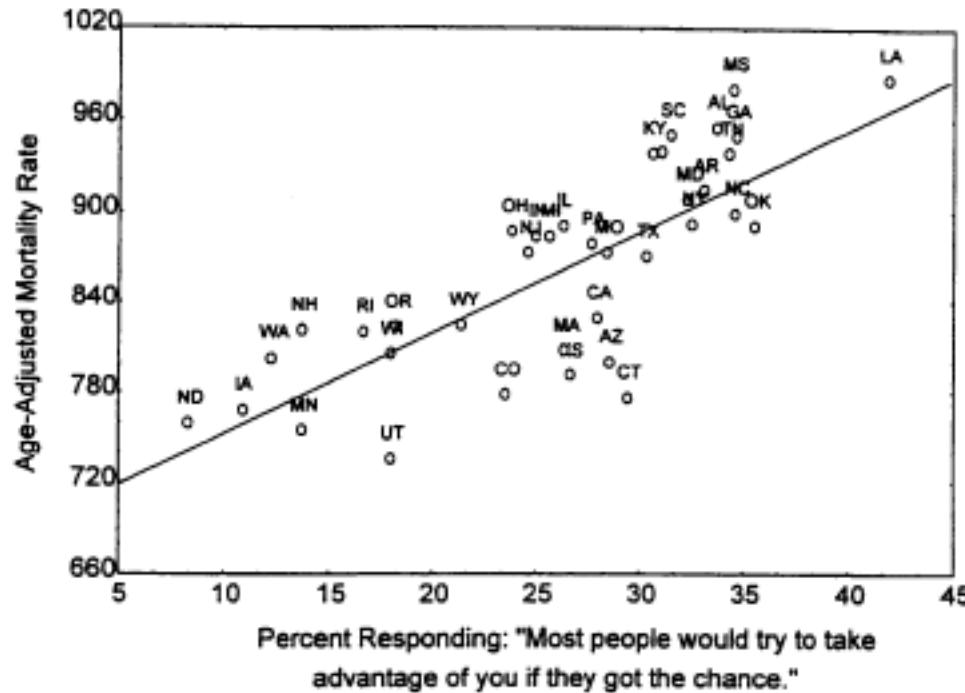
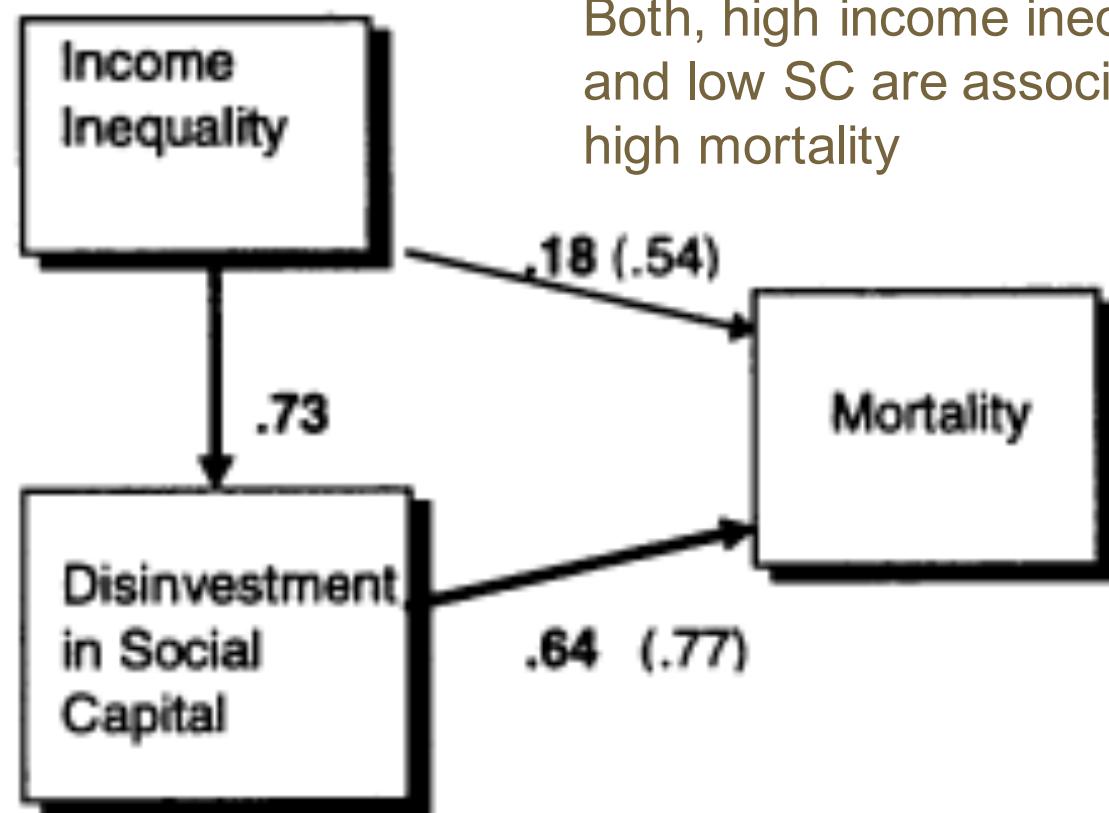


FIGURE 2—The relationship between age-adjusted mortality rates and lack of social trust.

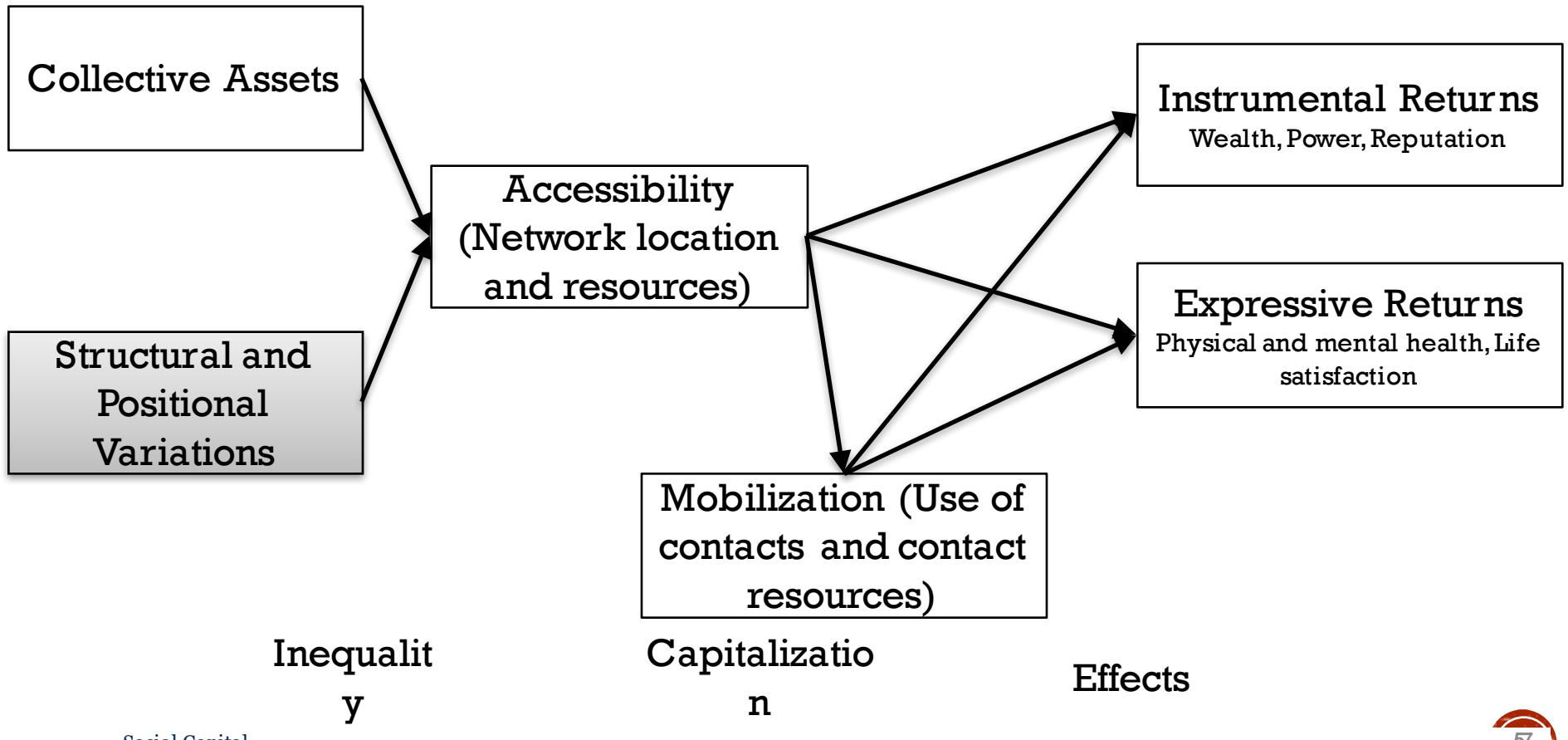
Lack of social trust
(inverse SC)

SOCIAL CAPITAL & MORTALITY

Higher income inequality is associated with lower SC



LIN'S MODEL OF SOCIAL CAPITAL



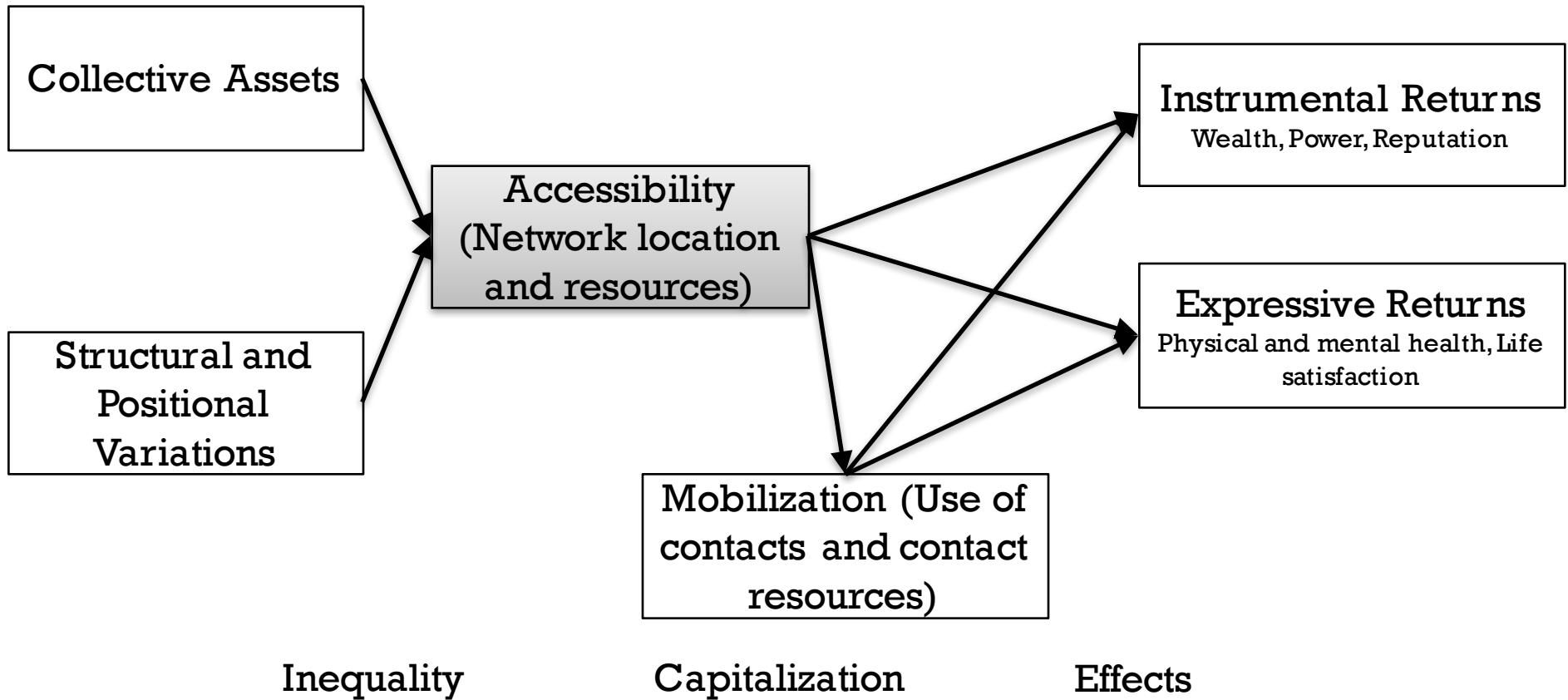
INDIVIDUAL'S PREDICTORS OF SC

- Method: surveys, personal data records (organization)
- Findings
 - Education: + education => + SC
 - Gender: women => +SC
 - Length of residence at a place: longer => +SC
 - Age: older => +SC
 - Marital status: married=>+SC, divorced=>-SC
 - Being a parent: yes => +SC

WHY?

- Method: surveys, personal data records (organization)
- Findings
 - Education: + education => + SC
 - Gender: women => +SC
 - Length of residence at a place: longer => +SC
 - Age: older => +SC
 - Marital status: married=>+SC, divorced=>-SC
 - Being a parent: yes => +SC

LIN'S MODEL OF SOCIAL CAPITAL

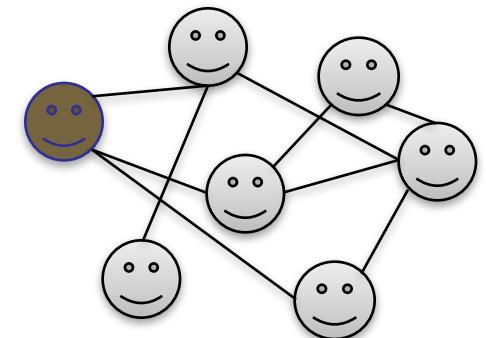


Social Capital

Lin, 1999

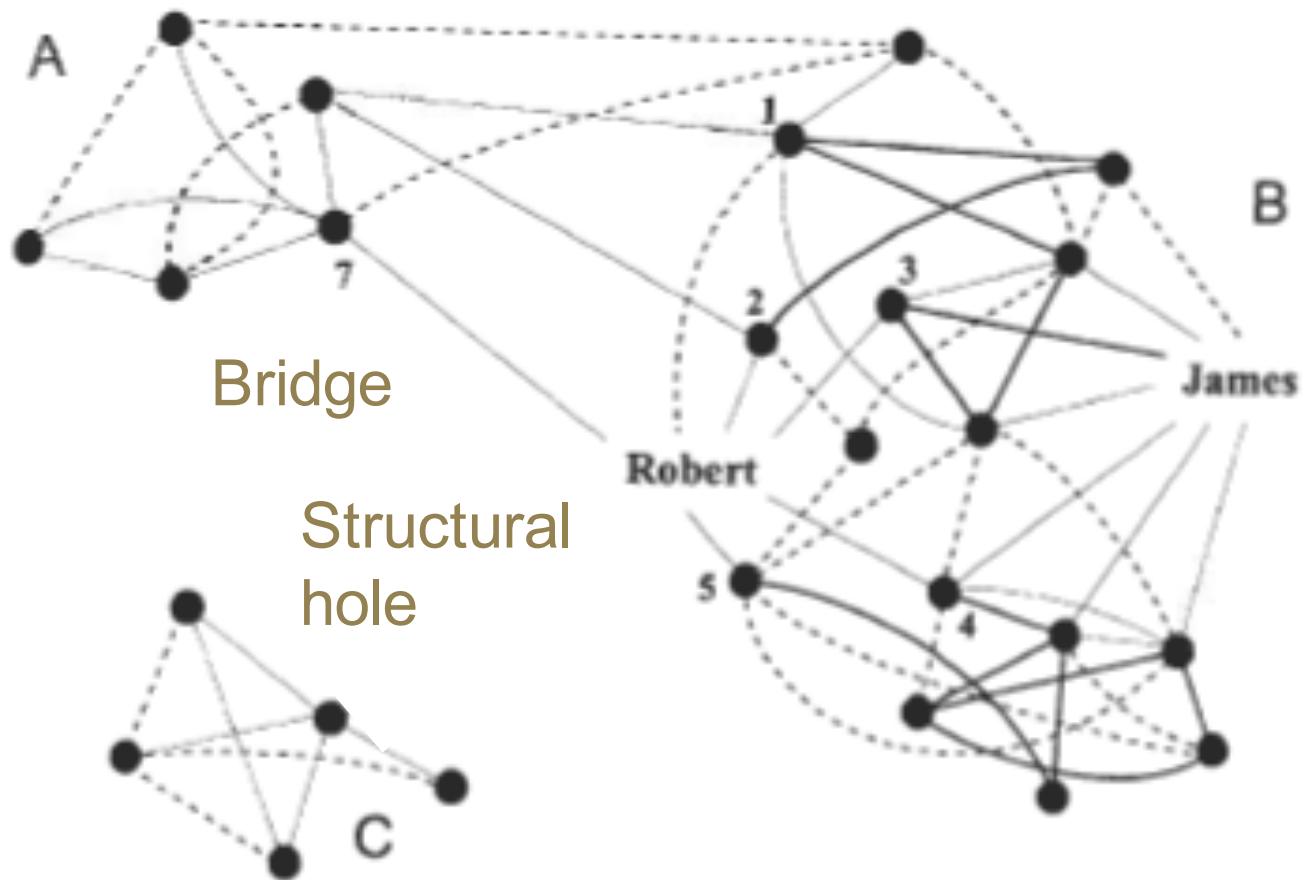
THE SOCIAL NETWORK

- Methods: social network analysis, surveys
- An important distinction
 - Strong ties: frequent communication
 - family, close friends
 - Weak ties: infrequent communication
 - Any other acquaintances



STRUCTURAL HOLES

Solid lines: strong ties
Dashed lines: weak ties

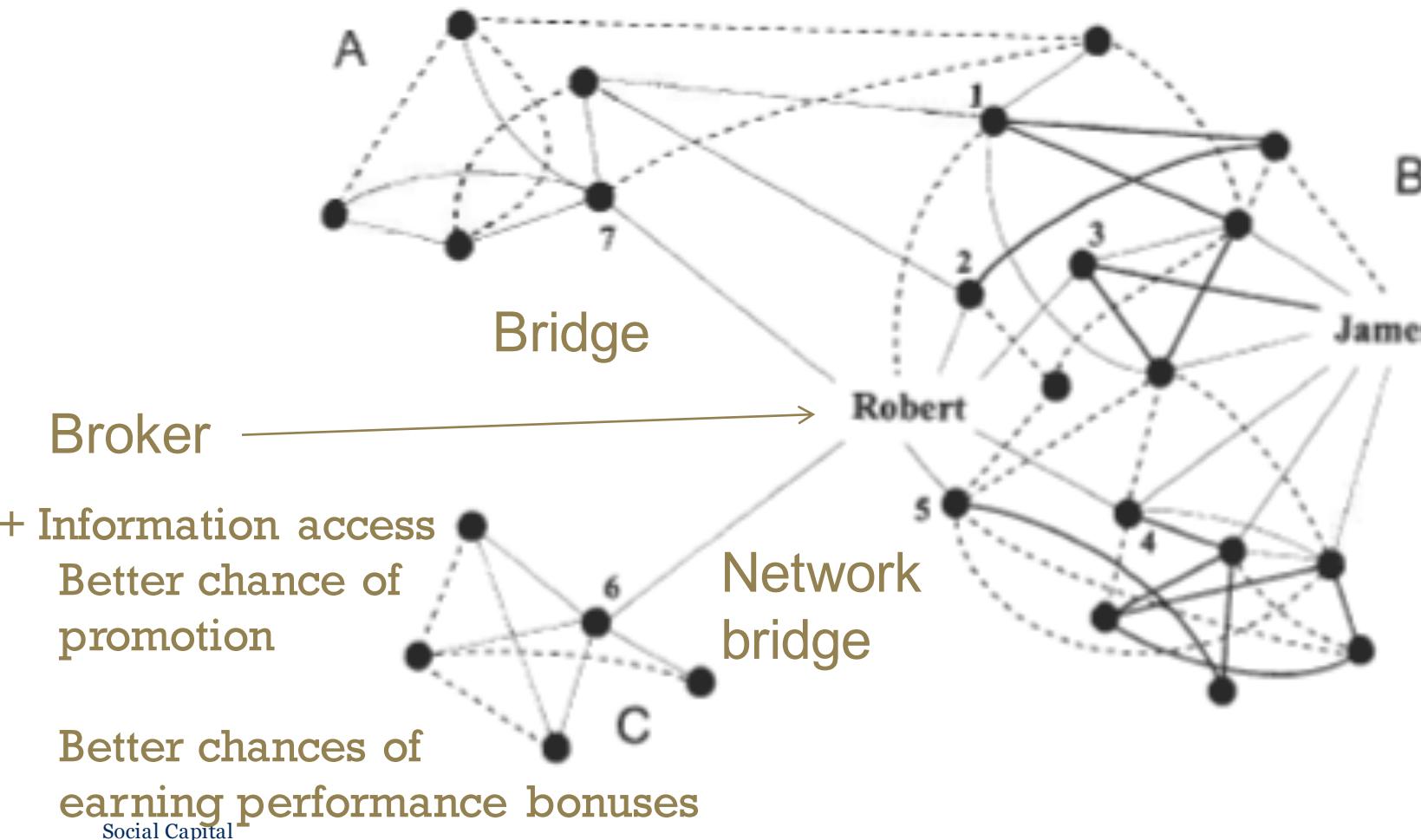


Social Capital

Burt, 2001

STRUCTURAL HOLES

Solid lines: strong ties
Dashed lines: weak ties



Burt, 2001

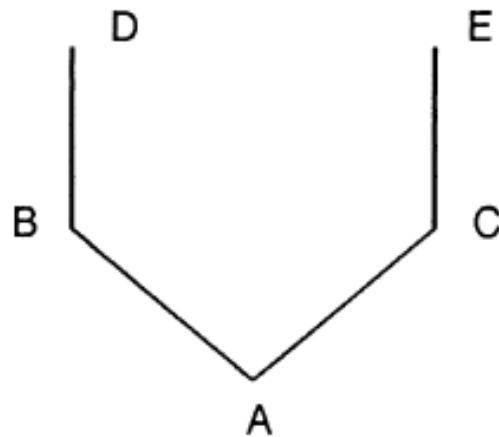


RESOURCES

- Which resources you have access to
 - Method: Position generator to measure SC
 - Do you know a university faculty, secretary, politician, janitor, physician, lawyer, mechanic, nurse, ...
- Measures: heterogeneity, upper reachability
- Heterogeneity => access to diverse information

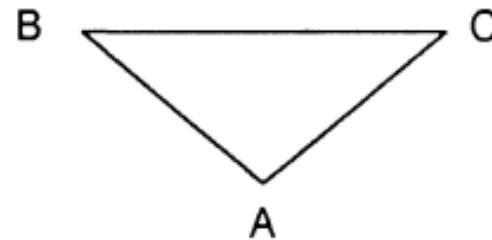
CLOSURE

B and C have no way to communicate and organize to take action



(a)

Closure facilitates collective action and enact social norms



(b)

FIG. 1.—Network without (a) and with (b) closure

THE STRENGTH OF WEAK TIES

- People usually have many weak ties and few strong ties
 - Weak ties maintain the global structure of the network
- Weak ties that are bridges are more useful to find information that lead to a new job (Granovetter, 1983)
 - Strong ties usually know the same kind of information
 - Weak ties are more likely to have new information
 - Weak ties are more likely to be bridges too

BONDING & BRIDGING CAPITAL

- Bonding capital: strong ties (homogeneous)
 - Emotional support
 - Assistance in times of hardship/distress (e.g. sickness)
 - “Large” benefits (e.g. loaning money)
- Bridging capital: weak ties (heterogeneous)
 - Novel information
 - Broader world- views

SUMMING UP

- Methods: survey, resource generator, network analysis
- There is empirical evidence about
 - Collective characteristics affecting SC - e.g. income inequality
 - Individuals characteristics affecting SC – e.g. education
 - Network location and resources affecting SC – e.g. bridges
 - SC is associated to valuable returns – e.g. strong democracy

ACTIVITY 3

- In your ego-centric network from activity 1, connect those who you know they are connected to each other
- Identify closures and brokers in your network
- Who do you think has high social capital in your network?
- What potential connections do you think will increase your social capital?

AGENDA

- What is social capital?
 - Why is it important?
- How do we study it?
 - How do we measure it?
- Why is it important for information experts?
 - Socio-technical capital

WHY WE (INFO EXPERTS) CARE ABOUT IT?

- Internet affects social capital (Wellman, 2001)
 - Decreases?
 - Being online instead of socializing face-to-face
 - Increases?
 - Create new ties, more civic participation
 - Supplements?
 - It's an additional media – maintain ties

SOCIO-TECHNICAL CAPITAL 1/2

- Technology can generate social capital (Resnick, 2003)
 - Social media allows people to interact
- Information and human-computer interaction experts can design the users' experience in order to generate more social capital

SOCIO-TECHNICAL CAPITAL 2/2

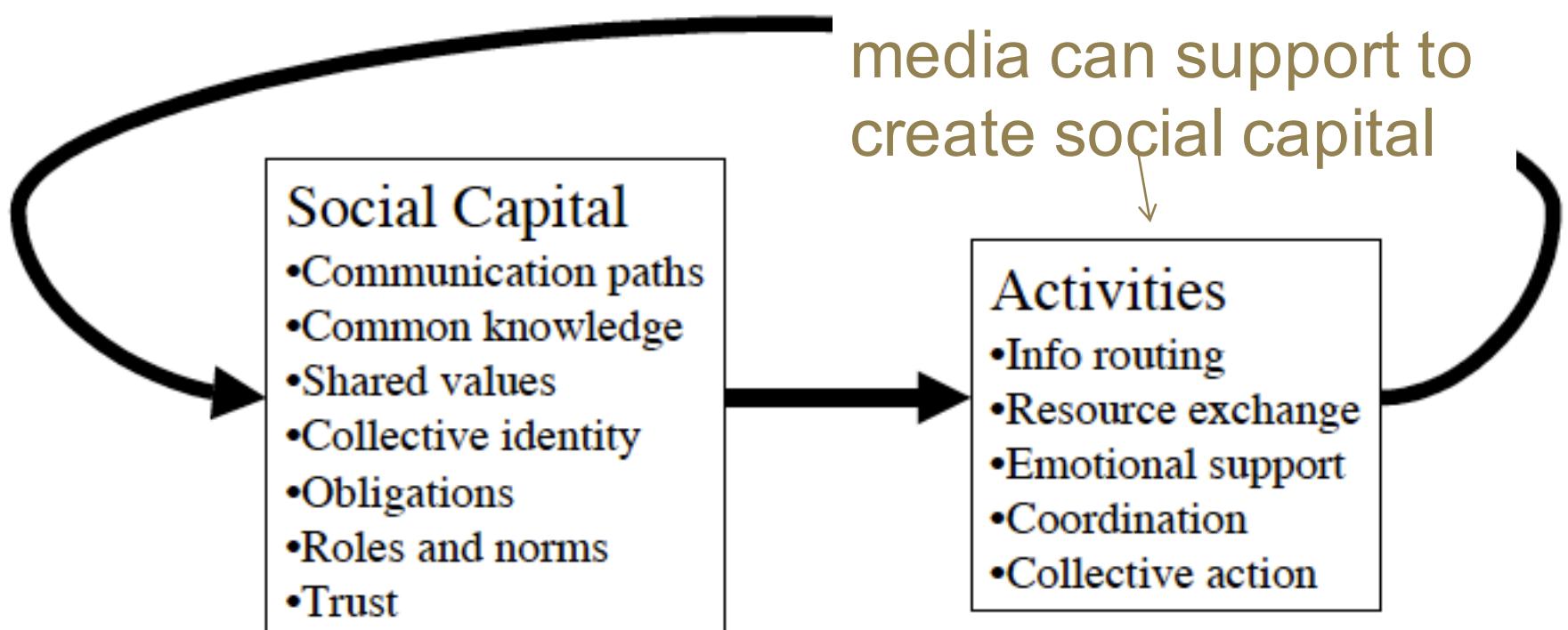
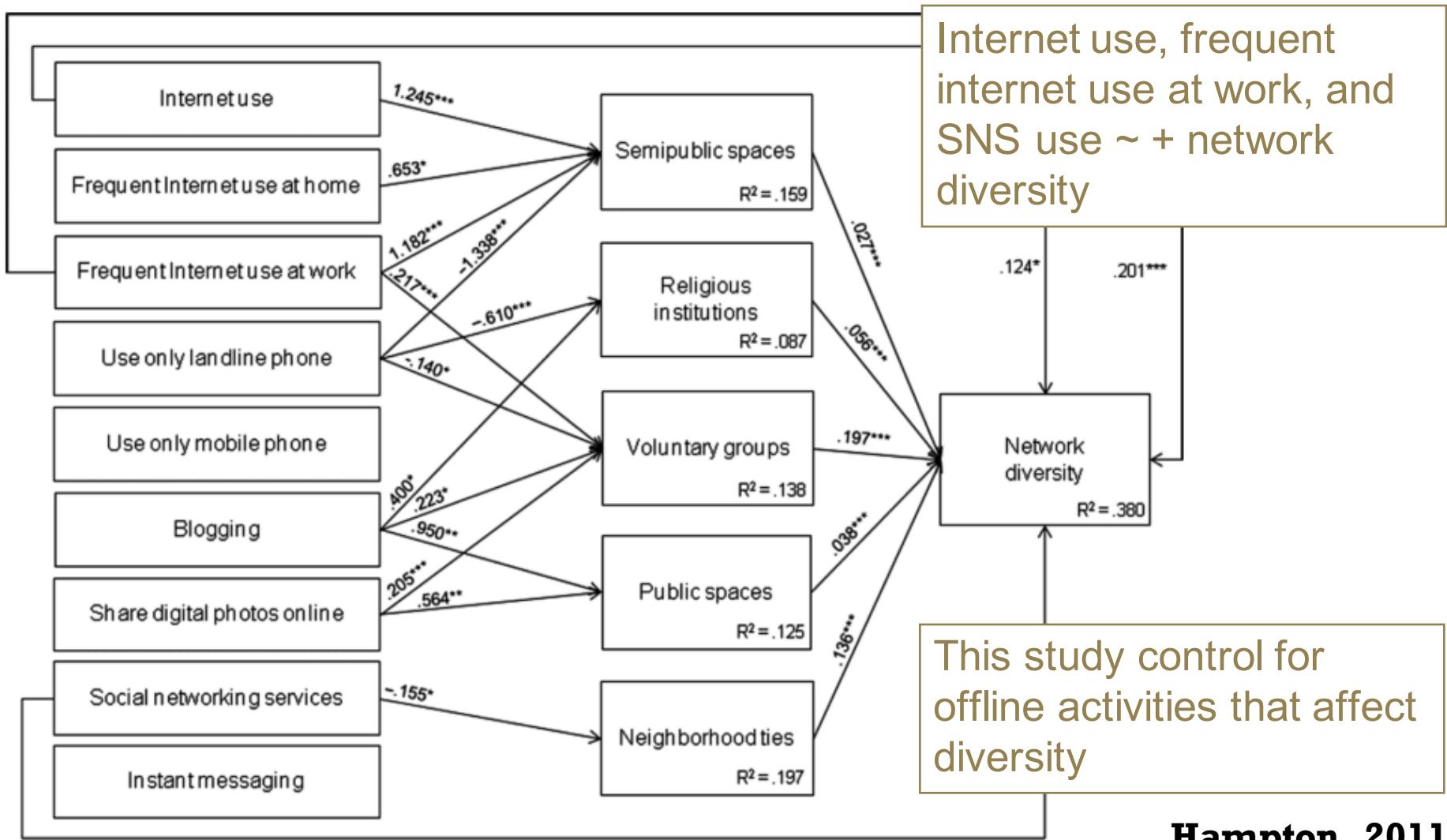


Figure 2: The forms of social capital and the kinds of interactions they enable.

NEW MEDIA & DIVERSITY OF RESOURCES



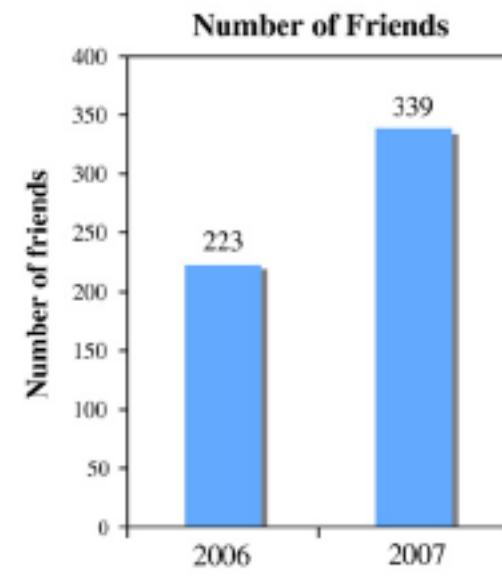
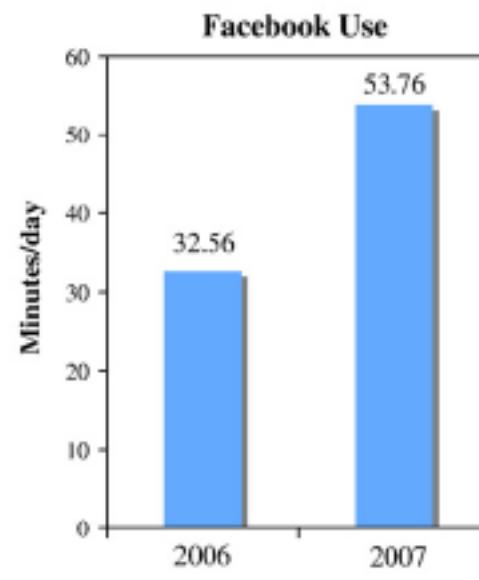
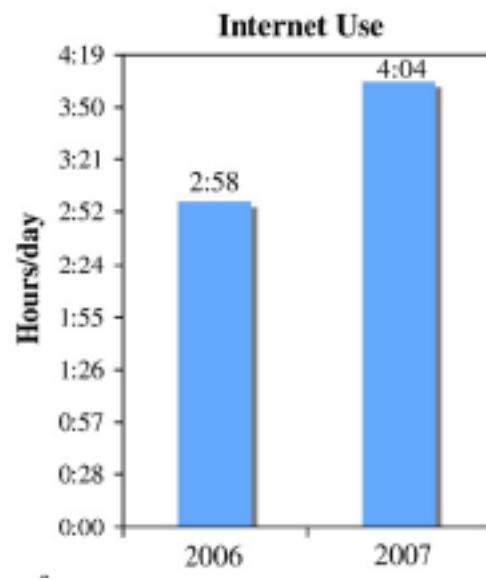
Hampton, 2011

FACEBOOK, SC & CIVIC PARTICIPATION

- Positive relationship between intensity of Facebook use and
 - Life satisfaction
 - Social trust
 - Civic engagement
 - Political participation
- Survey; 2,603 college students in 2007
(Valenzuela, 2009)

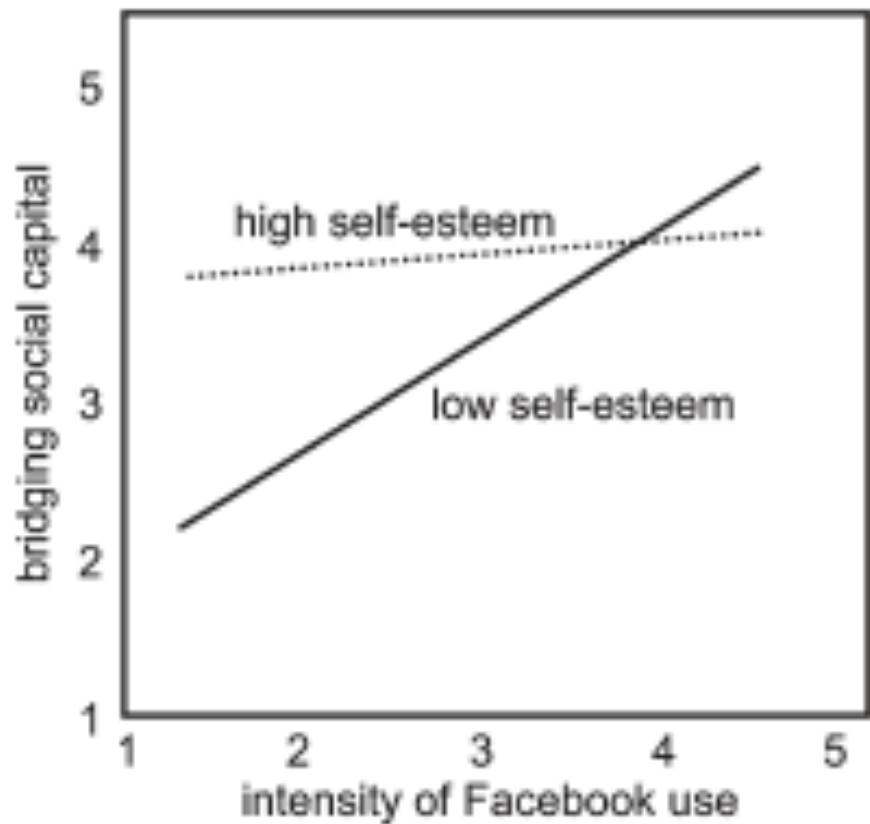
FACEBOOK, SELF-ESTEEM & BRIDGING SC

- Does Facebook use contributes to increase social capital? (Steinfield,2008)
 - Same people, same questions, different years



FACEBOOK, SELF-ESTEEM & BRIDGING SC

- Facebook use increases bridging SC
- The increase is larger for students with low self-esteem
- Longitudinal survey in 2006 and 2007
 - 90 college students



FACEBOOK, KINDS OF USE AND SC 1/2

- What you do in Facebook matters
 - Receiving more direct messages from others generated more bridging SC
 - Passive consumption of news did not increase bridging SC
- Longitudinal surveys + analyzing server logs (Burke, 2011)
 - 415 Facebook users in 2009 and 2010

FACEBOOK, SOCIAL GROOMING AND SC

- What you do in Facebook matters
 - Social grooming (e.g. wish happy birthday) is associated to larger bridging SC
- Compared to non-users of Facebook, Facebook users have larger bridging SC
- Surveys (Ellison,2013)
 - 614 adults

FACEBOOK != ALL SNS

- We should be careful with generalizations
- What happens in Facebook may not apply to all SNS
- They engage different audiences (Hargittai, 2007)
 - E.g. Socio-economic status affects adoption of SNS
 - Students whose parents have lower levels of schooling are more likely to be MySpace users,
 - whereas students whose parents have higher levels of education are more likely to be Facebook users
 - Remind that socio-economic status also affects SC

LOCAL SYSTEMS & BRIDGING SC

- An experiment in a new suburban neighborhood close to Toronto (Hampton, 2003)
- Some residents had Internet and access to a neighborhood forum, some did not (3 years)
 - Method: participatory observation, surveys, interviews
- “Wired” neighbors recognized more neighbors by name than “non-wired” neighbors (15 more)
 - They were more dispersed geographically too
- It facilitated discussion and mobilization

ORGANIZATIONS & SC

- Within an organization, SC can also generate benefits (Adler, 2002)
 - Career success (recall structural holes and bridges)
 - Job seeking (weak ties)
 - Increase innovation exchange, human capital
 - Reduce turnover rates

ORGANIZATIONS, SC AND INFO SHARING

- Why would people share work-related information online? (Wasko, 2005)
 - To enhance their professional reputation
- What predicts the characteristics of the shared knowledge? (Chiu, 2006)
 - Quantity <= social ties, norm of reciprocity, identification
 - Quality <= trust, shared language, shared vision

SUMMING UP

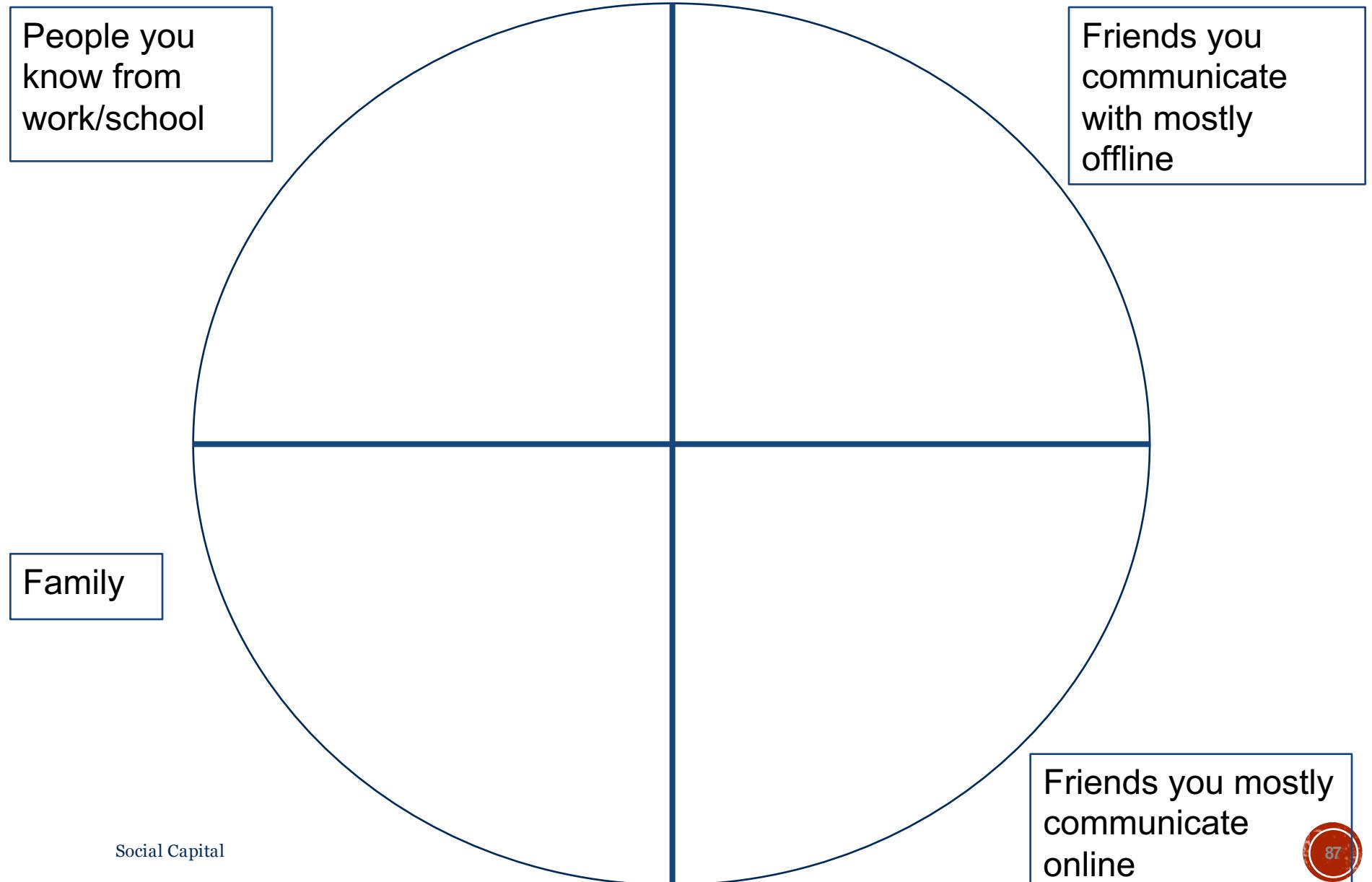
- Internet supplements social capital
- Socio-technical capital refers to the use of technology to generate more SC
- Facebook use is related to larger bridging SC
 - But it depends on what people do in Facebook
- SC can also affect how people use social media
- There is still a lot to do in this field

IS SOCIAL CAPITAL ALWAYS GOOD?

- Not really
- Some examples
 - Criminal gangs have high social capital, but they are not good for a community
 - Segregation and exclusion
- Interventions to modify SC should consider potential implications

ACTIVITY 4

- Fill in the network map
- Fill in the network table
- Highlight your online connections on the table
- What do you notice about your social capital? Is it more bonding (people like you) or bridging (people unlike you)?
- How does your online social capital differ from your offline social capital?



Connection	Gender		Ethnicity		Occupation	
	Same as you	Different to you	Same as you	Different to you	Same as you	Different to you

REFERENCES 1/5

- Lin, N. (1999). Building a network theory of social capital. *Connections*, 22, 28-51.
- Putnam, R. (2001). *Bowling Alone*.
- Paxton, P. (2002). Social capital and democracy: An interdependent relationship. *American Sociological Review*, 67(2), 254-277.
- Paxton, P. (1999). Is Social Capital Declining in the United States? A Multiple Indicator Assessment. *American Journal of Sociology*, 105(1), 88-127.
- Kawachi, Ichiro, et al. (1997). Social capital, income inequality, and mortality. *American journal of public health* 87(9), 1491-1498.

REFERENCES 2/5

- Burt, R. S. (2001). Structural Holes versus Network Closure as Social Capital. *Social capital: Theory and research*, 31-56.
- Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *American Journal of Sociology*, 94, S95-S120.
- Granovetter, M. (1983). The Strength Of Weak Ties: A Network Theory Revisited. *Sociological Theory*, 1, 201 -233
- Wellman, B., Haase, A. Q., Witte, J., & Hampton, K. (2001). Does the Internet Increase, Decrease, or Supplement Social Capital? Social Networks, Participation and Community Commitment. *American Behavioral Scientist*, 45(November).

REFERENCES 3/5

- Hampton, K. N., Lee, C. J., & Her, E. J. (2011). How new media affords network diversity: Direct and mediated access to social capital through participation in local social settings. *New media & society*, 13(7), 1031-1049.
- Valenzuela, S., Park, N., & Kee, K. F. (2009). Is there social capital in a social network site?: Facebook use and college students' life satisfaction, trust and participation. *Journal of Computer-Mediated Communication*, 14, 875-901.
- Steinfield, C., Ellison, N., & Lampe, C. (2008). Social capital, self esteem, and use of online social network sites: A longitudinal analysis. *Journal of Applied Developmental Psychology*, 29(6), 434-445.

REFERENCES 4/5

- Burke, M., Kraut, R., & Marlow, C. (2011, May). Social capital on Facebook: Differentiating uses and users. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 571-580). ACM.
- Ellison, N., Vitak, J., Gray, R., Lampe, C., & Brooks, B. (2011). Cultivating Social Resources on Facebook: Signals of Relational Investment and their Role in Social Capital Processes iCS-OII 2011 “A Decade in Internet Time” Symposium.
- Hargittai, E. (2007). Whose space? Differences among users and non-users of social network sites. *Journal of Computer-Mediated Communication*, 13(1), 276-297.

REFERENCES 5/5

- Hampton, K., & Wellman, B. (2003). Neighboring in Netville: How the Internet supports community and social capital in a wired suburb. *City & Community*, 2(4), 277-311.
- Adler, P. S., & Kwon, S.-W. (2002). Social Capital: Prospects for a New Concept. *Academy of Management Review*, 27(1), 17-40.
- Wasko, M. M., & Faraj, S. (2005). Why should I share? Examining social capital and knowledge contribution in electronic networks of practice. *MIS quarterly*, 35-57.
- Chiu, C. M., Hsu, M. H., & Wang, E. T. (2006). Understanding knowledge sharing in virtual communities: an integration of social capital and social cognitive theories. *Decision support systems*, 42(3), 1872-1888.

CROWDSOURCING Y ONGS PATRIMONIALES

94

TECNOLOGÍAS SOCIALES (TECSOC)

- Contenido es generado por usuarios

- Informar, conversar, dejar registro
 - Blogs, Facebook, Twitter



- Producción colaborativa
 - Linux, Wikipedia



Museo de la Memoria y los Derechos Humanos

Este museo fue inaugurado por la presidenta Michelle Bachelet, el 11 de enero de 2010, en el marco de los 30 años de la dictadura militar en Chile. El museo cuenta con tres pisos en los que se encuentran exhibiciones permanentes que celebran la memoria histórica de Chile. El museo también tiene una biblioteca digital y un espacio para la realización de actividades culturales.

Historia

1983 - 1990: Proyecto impulsado por la Comisión para la Verdad y la Justicia

2 Madrid

3 Centro de documentación y difusión

4 Descripción

5 Exposición permanente

6 Edificio permanente

7 Exposición temporal

8 Biblioteca

9 Actividades culturales

10 Enlaces externos

País: Chile
Ciudad: Santiago
Dirección: Avda. Presidente Balmaceda 600, Santiago Centro
Tipo: Museo
Superficie: 6800 m² aprox.
Inauguración: 11 de enero de 2010
Director: Ricardo Díaz Díaz
Información del edificio:
Museo: Museo de la Memoria y los Derechos Humanos
Sede: Sede central
Correspondencia: <http://www.memoria-y-derechos-humanos.cl>
Correo electrónico: jose@memoria-y-derechos-humanos.cl

Claudia López



TECSOC Y PATRIMONIO CULTURAL

- Amplía colaboración institución – público
 - Facilita la participación ciudadana
- Ofrece diversas opciones
 - Foco: crowdsourcing (versión patrimonial)



HUMANOS VS. MÁQUINA

- Re-Captcha – Archivo NYT
 - 1 año, 1.2billones reCaptcha
 - 440millones nuevas palabras
- Juego ESP: “piensa como el otro”
 - 4 meses, 13mil personas
 - 290mil imágenes
 - 1.2millones de labels

The Norwich line steamboat train, from New-London for Boston, this morning ran off the track seven miles north of New-London.



Claudia López

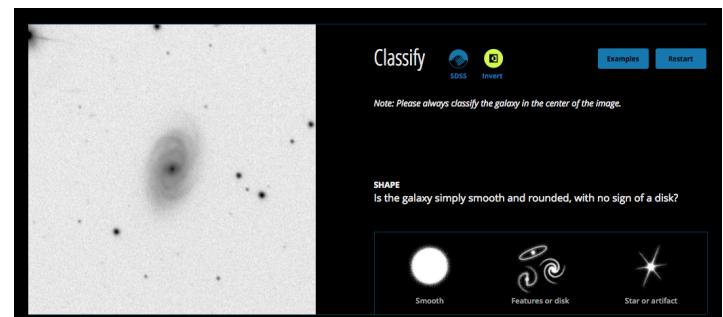
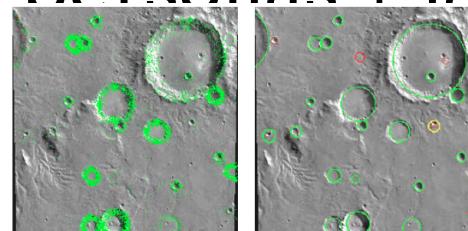
Von Ahn, L., & Dabbish, L. (2004). Labeling images with a computer game. In *Proc. CHI* (pp. 319-326).

Von Ahn, L., et al. (2008). reCaptcha: Human-based character recognition via web security measures. *Science*, 321(5895), 1465-1468.



CROWDSOURCING

- Crowdourcing: multitud de personas + labor (tareas simples)
 - Online citizen science
 - Clickworkers, Galaxy Zoo
 - Fold.it (juego)
 - eBird (reportes)
 - Crowd markets
 - Amazon Mechanical Turk

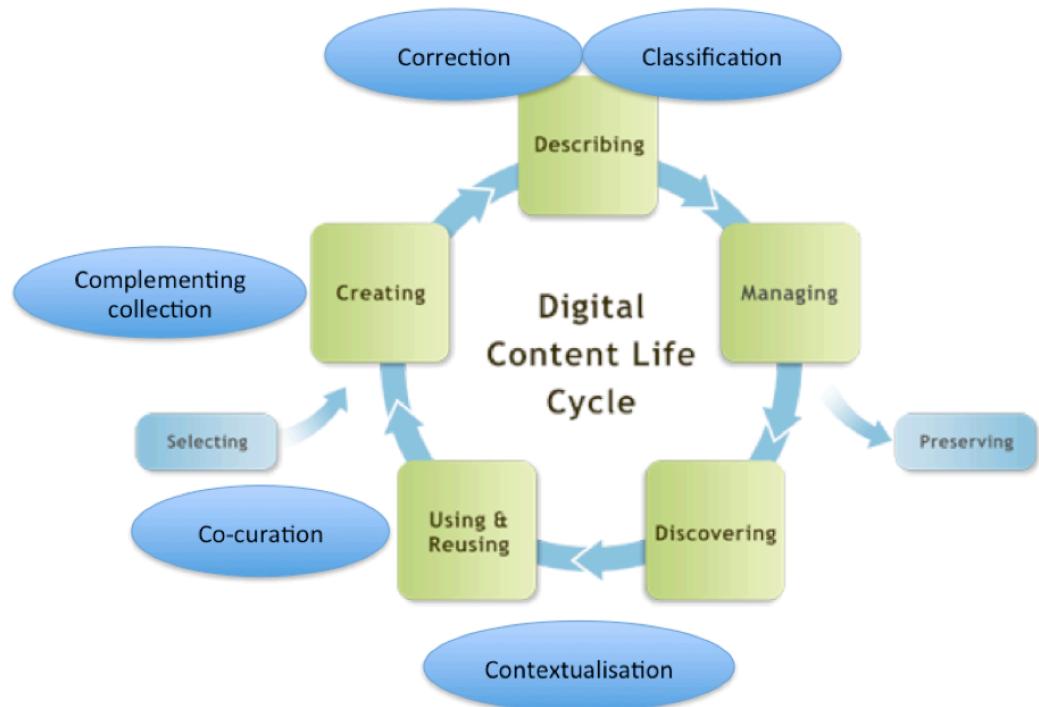


Claudia López
Kanefsky, B., Barlow, N. G., & Gulick, V. C. (2001). Can distributed volunteers accomplish massive data analysis tasks. *Lunar and Planetary Science*, 1.



Y EN EL PATRIMONIO?

- Invitar al público a participar
- Similar a citizen science



Claudia López
Oomen, J., & Aroyo, L. (2011). Crowdsourcing in the cultural heritage domain: opportunities and challenges. In Proc. C&T (pp. 138-149).



OLD WEATHER

- Tarea: Transcribir registros del clima hechos por navegadores desde 1950
- Objetivos: Ayudar a
 - científicos a mejorar modelos de clima
 - historiadores a entender parte del pasado
- Magnitud: 94mil paginas (59%) - 2013



OLD WEATHER - JUEGO



Follow vessels

Choose your voyage by joining a vessel



Digitise pages

Earn points on each ship. Every page counts



Get promoted

Work your way up from Cadet to Lieutenant and even become Captain

LOCATION WEATHER OTHER FINISH

LOG of the UNITED STATES Ship *Tammany* Rate, *I* Gun
At anchor off San Francisco, California

Hour	Date	Course steered.	WEATHER			Barometer.	Temperature	State of the Water.	Force of Wind by symbols.	Pro-G-C-S.	Wind.	Depth of water.	Remarks of the log.
			Direction.	Force	Leeway								
A. M.													
1	86	Ship Lat	West	5	da 21 59 44 44		60	Sea calm	+	-			
2	"	"	"	5	da 21 44 44 44		-	-	-	-			
3	"	"	"	5	da 21 26 44 44		-	-	-	-			
4	14 46	"	"	6	da 21 07 44 44		-	-	-	-			
5	14 46	W 14 46	W 20 W	5.5	da 21 07 44 44		-	-	-	-			

Enter the date forum guides show help close

Date Location Weather Observation Animals Refueling Mentions Sea Ice Events

Date OK

Sloop - [Learn more](#)

Not sure what to do? Head over to the [forum](#) for great advice from our Old Weather veterans.

Map and timeline

Claudia López



WHAT'S ON THE MENU?

- Tarea: Transcribir 45.000 menús recolectados desde 1850 en US
- Objetivo: Hacerlos disponibles al mundo
- Magnitud: 17.000 menús transcritos desde 2011, 400.000 metadata



WHAT'S ON THE MENU? - RESULTADOS



NYPL Labs What's on the menu? Dishes

Search keyword(s)

Menus	Dishes	Data	Blog	About	Help
-------	--------	------	------	-------	------

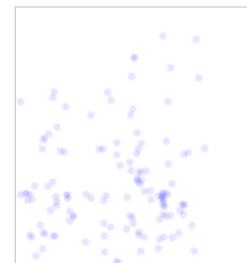
Ham Omelette

Price

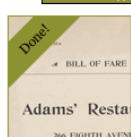
Low: \$0.10 → High: £0.60

Date appearing

Earliest: 1891 → Latest: 1985



Appears in 149 menus. Showing first 128: [View all 149 menus](#)



Related dishes

Click the + sign to add a dish to charts on this page or the eye to view its information page.

- + Ham (1249) |
- + Omelette, Ham, (1) |
- + Ham Omelette (95) |
- + Ham [omelette] (1) |
- + Omelette Ham, (1) |
- + omelette, ham (2) |
- + Omelette, ham (47) |
- + Omelette - Ham (2) |
- + Ham Omelette (3) |



TEMAS CLAVE DEL DISEÑO

- Motivación
 - Motivación por ayudar
 - Juegos
- Ciudadanos ayudan a expertos
 - Tareas simples, sin colaboración
 - Quién se beneficia?
- Aseguramiento de calidad



Se puede aplicar a otros niveles de participación



CIVIL WAR DIARIES AND LETTERS

- Tarea: agregar texto como transcripciones, tags y comentarios
- Objetivo: Hacer textos históricos accesibles, involucrando ciudadanos con el material de una forma diferente
- Magnitud: 15.000 páginas, 2011 – 2012.
Continúa con otros archivos



CIVIL WAR D & L – PROCESO

home

Transcribe Discuss

Civil War Diaries and Letters

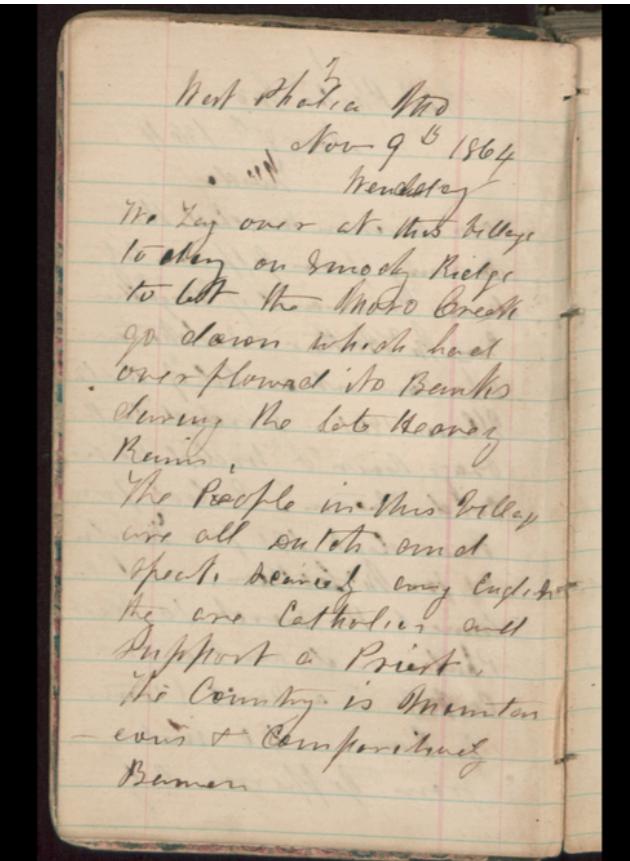
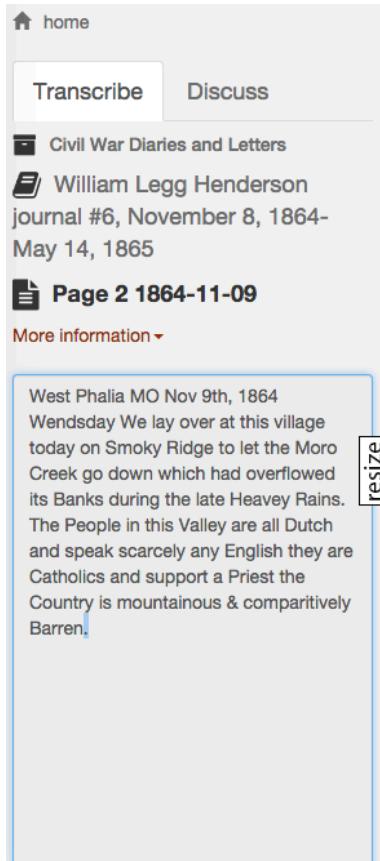
William Legg Henderson journal #6, November 8, 1864-May 14, 1865

Page 2 1864-11-09

More information ▾

West Phalia MO Nov 9th, 1864
Wendsday We lay over at this village today on Smoky Ridge to let the Moro Creek go down which had overflowed its Banks during the late Heavey Rains.
The People in this Valley are all Dutch and speak scarcely any English they are Catholics and support a Priest the Country is mountainous & comparitively Barren.

resize



Claudia López

- **Más participación**
- **Conversaciones sobre los textos**
- **Investigación sobre los autores de los diarios/cartas**

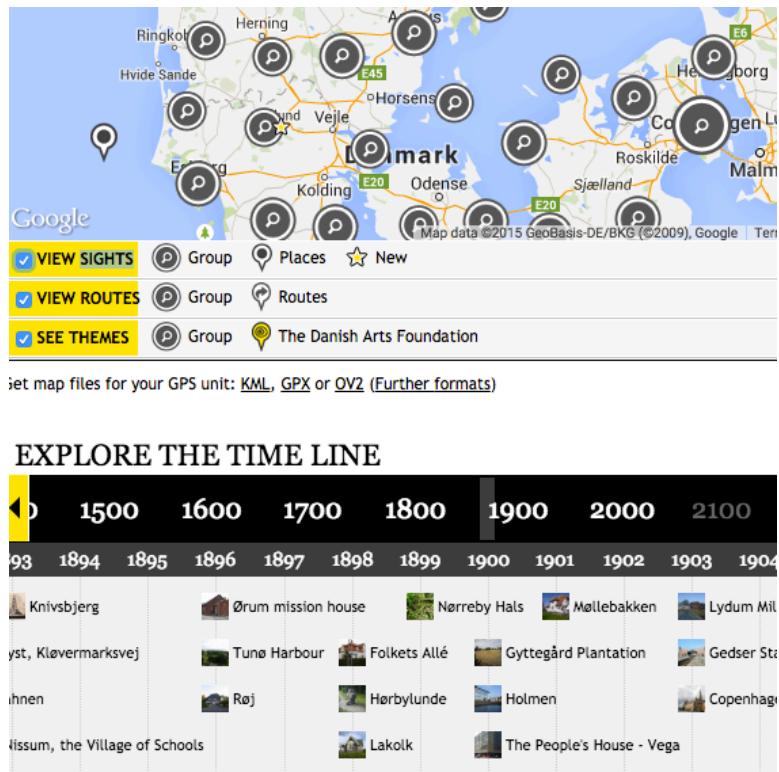


1001 STORIES OF DENMARK

- Tarea: Explora un lugar, sube tu propia historia o experiencia, escucha historias de otros, comparte tus rutas
- Objetivo: Complementar la información disponible
 - Comentarios, videos, fotos



1001 STORIES OF DENMARK



- Ciudadanos tienen voz pública
 - cómo se habla de los lugares
 - qué lugares son importantes

Claudia López

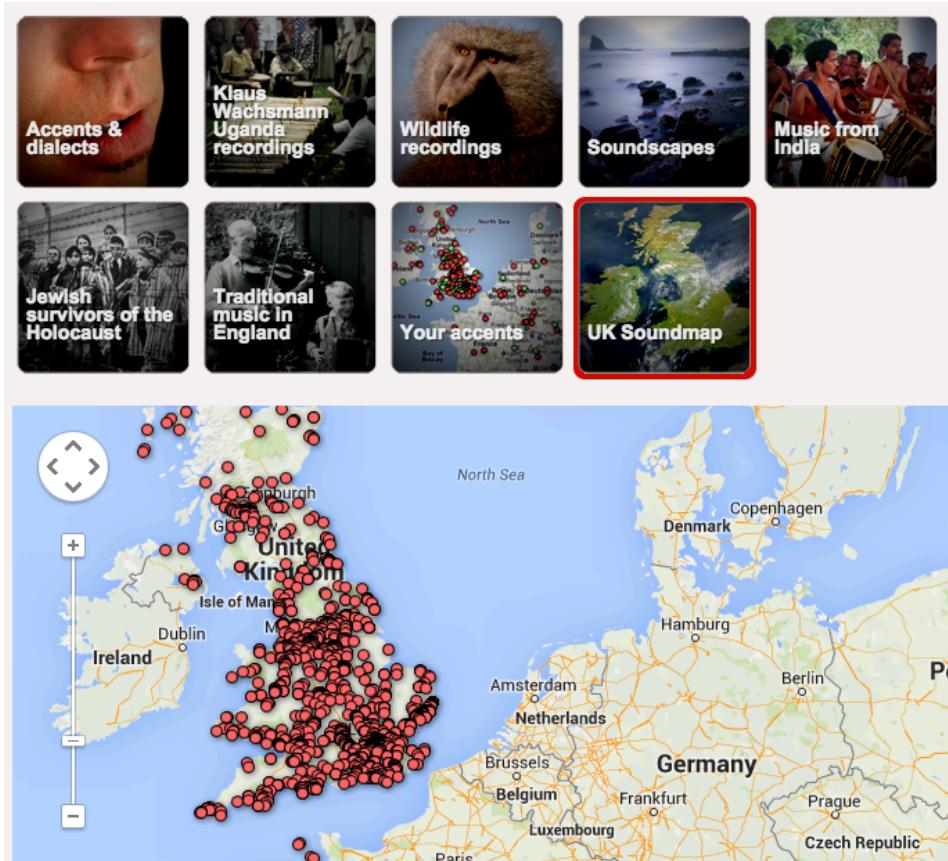


UK SOUNDMAP

- Tarea: Graba sonidos del ambiente, ya sea de casa, trabajo, o diversión
- Objetivo: Construir el primer mapa de sonidos de una nación
- Magnitud: 350 contribuidores, 2.000 audios, 1 año



UK SOUNDMAP



- Ciudadanos generan los artefactos
- Un enfoque parecido en la exhibición “Inglés en Evolución: Un lenguaje, muchas voces”

Claudia López



OTROS TIPOS DE CROWDSOURCING

- **Life in a Day**
 - Documental basado en crowdsourcing
 - 8000 videos enviados, 192 países
- **Listening project**
 - Conversaciones privadas, 654
- **Santiago en 100 palabras**



CROWDSOURCING EN CRISIS

- Make History 9/11
 - Recordando las torres gemelas
- Kigali Genocide Memorial Centre in Rwanda
 - Testimonios de sobrevivientes
- Bhopal gas tragedy



PROGRESIÓN DE PARTICIPACIÓN

- Participar sin propósito (Re-Captcha)
 - Ayudar con tareas sencillas (Old Weather)
 - Co-crear patrimonio (UK soundmap)
-
- Una versión mejorada de crowdsourcing



TEMAS CLAVE DEL DISEÑO II

- Todos vs. ciudadanos interesados
- Resultado público o privado
- Anónimos vs. alias vs. nombre real
- Qué pasa con los derechos de autor?
- Cómo se integra, pone en valor lo creado?



ACT: LECTURA

- Van a leer 1/3 de una lectura (grupo A,B y C)
- Tienen que discutir con gente que leyó lo mismo, qué entendieron
- Haremos grupos de donde haya un A, B y C y expliquense lo que saben, para contestar:
 - Los títulos faltantes
 - Problema de negocio
 - Solución (TI, datos, personas, procesos)
 - Qué evidencia hay efectividad de la solución
 - Cómo una tecnología participativa (excepto Twitter) podría ayudar?