

Diseño Curricular Primaria 2008

Fernanda Balma

The Common European Framework of Reference Michael Byram, Lynne Parmenter, 2012-06-06 The Common European Framework of Reference for Languages was published a decade ago and has been influential ever since, not only in its European 'home' but throughout the world. This book traces the processes of the influence by inviting authors from universities and ministries in 11 countries to describe and explain what happened in their case. There are everyday factors of curriculum development - which sometimes include coincidence and happenstance - and there are also traditions of resistance or acceptance of external influences in policy-making. Such factors have always existed in bilateral borrowing from one country to another but the CEFR is a supra-national document accessible through globalised communication. The book is thus not only focused on matters of language education but is also a Comparative Education case-study of policy borrowing under new conditions.

La reflexión sobre la práctica del docente de Ciencias Naturales. Fundamentos teóricos y actividades didácticas para profesores y alumnos. María Ruina, 2022-03-02 La teoría en sí misma no transforma el mundo. Puede contribuir para su transformación, pero para eso tiene que salirse de sí misma y tiene que ser asimilada y reelaborada por aquellos que van a causar con sus acciones reales y efectivas esa transformación¹. (Paulo Freire, 1970) Indudablemente, el ejercicio de una actitud crítica y fundamentada durante la formación del profesorado brinda mejores oportunidades a los futuros docentes para afrontar los retos que propone la sociedad actual. En este sentido, adherimos fuertemente a la postura de Giroux (citado por Da Silva, 2001) cuando concibe al docente como un intelectual transformador, esto es, alguien que no se conduce como un técnico o un burócrata, sino como una persona comprometida, crítica y cuestionadora frente a los temas que tienen que ver con la enseñanza de su disciplina/área. Sin embargo, en la realidad existe una gran distancia entre esta postura y lo que llevan a cabo los docentes en sus clases. Antonio Gutiérrez (2009) asevera que, en la actualidad, los modelos didácticos predominantes en las clases de Ciencias Naturales, se corresponden con las perspectivas más tradicionales de la enseñanza, que ponen el acento en la adquisición del vocabulario científico. En forma paralela, durante la formación docente se prioriza el dominio del conocimiento propio de las disciplinas, que, en el caso de las Ciencias Naturales, son los que corresponden a la Biología, la Física y la Química y en menor grado, los vinculados con las Ciencias de la Tierra. Dentro de este encuadre los saberes didácticos, metodológicos, epistemológicos, históricos, etc. quedan relegados a un segundo plano.

Consecuentemente, disminuyen también las posibilidades de reflexionar sobre sus propias prácticas y de pensar en maneras de superarlas. El autor plantea la necesidad de brindar espacios para que los futuros docentes puedan tomar decisiones frente a los problemas que plantean las situaciones particulares de su práctica a efectos de contribuir al desarrollo de su autonomía. A partir de este punto de vista, propone la siguiente definición para referirse a lo que significa enseñar: Enseñar constituye un complejo proceso de ponderación de situaciones concretas de trabajo y de toma de decisiones en torno a las mejores estrategias que posibiliten, en esas situaciones concretas, que los alumnos se apropien de los contenidos propuestos en el curriculum escolar (Gutiérrez, 2009, p.141) Coincidimos plenamente con el autor cuando afirma que ser experto en una disciplina no equivale a ser experto en su enseñanza (p.141). Desde esta perspectiva cabe plantearse qué es lo que un docente de ciencias debería aprender durante su formación inicial y continua. Desde nuestra experiencia y atendiendo a las múltiples publicaciones referidas a esta cuestión, estimamos que en las planificaciones del profesor que se desempeña tanto en el Nivel Superior cuanto en las instancias de formación continua (capacitación/actualización docente) deberían estar presentes, entre otros, los siguientes tópicos: el conocimiento específico sobre el área curricular y sus vinculaciones con otros campos de conocimiento, la enseñanza de una imagen de la ciencia influida por la Tecnología, el contexto social, religioso, económico, político, etc., los fundamentos de la Didáctica general y específica para argumentar su práctica, la resolución de problemas vinculados con el mundo real, el abordaje de los contenidos desde una organización interdisciplinaria o interareal y el desarrollo de habilidades para comunicarse en ambientes laborales crecientemente tecnificados.

The Palgrave Handbook of Global Arts Education Georgina Barton, Margaret Baguley, 2017-02-14 This extensive Handbook addresses a range of contemporary issues related to arts education across the world. It is divided into six sections; Contextualising Arts Education, Globally and Locally; Arts Education, Curriculum, Policy and Schooling; Arts Education Across the Life Span; Arts Education for Social Justice: Indigenous and Community Practice; Health, Wellbeing and Arts Education and Arts-Based and Research-Informed Arts Education. The Handbook explores global debates within education in the areas of dance, drama, music, media and visual arts. Presenting wide-ranging research from pedagogies of adaptation developed in Uganda to ethnomusicology in Malaysia and community participatory arts to wellbeing in Canada the Handbook highlights the universal need for arts education and in particular the importance of indigenous (including both traditional and contemporary practice) arts education. With contributions from internationally renowned scholars and practitioners and building on the World Alliance for Arts Education Global Summit in 2014, the Handbook creates an essential resource for arts education practices in and out of school alongside institutional, traditional and contemporary contexts. Students, teachers and practitioners across the arts disciplines will find the text invaluable for developing further opportunities to promote and study arts education.

International Handbook of Curriculum Research William F. Pinar, 2013-10-15 Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world.

Lo que puede una escuela Julián Mónaco, Alejandro Pisera, Virginia Arias, Betina Bandieri, Mariana Bordoni, Esdian Boyadjian, Horacio Busto, Vanesa Caprotta, María Cecilia Cercone, Guido Crespo Segura, Mariana Fernández Camacho, Pablo García, Laura González, Silvana Grottaroli, Vilma Intagliata, Claudia Jacob, Gabriela Jiménez, Claudia Lapenna, Natalia Losada, Verónica Mariño, Mariana Márquez, Gabriela Muollo, Rosana Nieva, Melisa Pérez, Ximena Lais Pérez, Marcela Puente, Alejandra Robert, Marta Rozenberg, Silvana Sagripanti, Valeria Suriano, Alejandra Troisi, Myriam Vigo, 2019-08-30 ¿Qué se dice hoy de la escuela? ¿Qué se le pide? ¿Qué diagnósticos se hacen sobre su vigencia? Cuando se habla de la escuela, surgen una serie de lugares comunes, a veces contradictorios: la escuela ya no puede; los pibes ya no son lo que eran, los docentes tampoco; está desactualizada; no responde a las necesidades de los chicos; en suma... quedó en el pasado. Desde otras perspectivas, se apela a un salto al futuro: cuando se produzca una reforma; cuando se incorporen las nuevas tecnologías... funcionará bien. La escuela es una institución especial entre las instituciones. A ninguna se le requiere más y se la valora menos. Se le atribuyen responsabilidades cada vez más diversas y, al mismo tiempo, se la considera inútil. Lo que puede una escuela recobra el presente como un tiempo activo para la escuela. Como un tiempo de pensamiento y de acción. Sale de la trampa del pasado y del futuro: ni la escuela ya no sirve, ni hay que esperar su evolución en un porvenir eternamente postergado. Desde muchos ámbitos, se le exige a la escuela ponerse a la altura de los tiempos movilizando sus estructuras -lo que efectivamente es una necesidad- pero, simultáneamente, se espera que mantenga condiciones que ya no son posibles en ningún otro ámbito de la realidad histórico-social. Se trata, también, de ir más allá de esta paradoja. En este contexto, los autores construyen e introducen en el campo educativo una voz distinta a la de los investigadores tradicionales, los funcionarios y los comunicadores-formadores de opinión. En este libro aparece una voz poco frecuente en los debates sobre educación: la voz de los que están todos los días en la escuela, los que la hacen. Es una voz que transmite experiencias

realizadas, no declaraciones de principios, no discursos de lo que se supone que se debe hacer. Aquí, es la escuela la que habla de la escuela, el docente mismo en un doble rol de actor e investigador.

ABCestobal . Una propuesta para su enseñanza Laura Antas Aguerrondo, 2020-12-31 Este libro es el resultado de un proceso colectivo y constante del equipo de formación de la Confederación Argentina de Cestoball (CADC). Desde los inicios del siglo XXI, la CADC tomó el rumbo de fortalecer el Cestoball, haciendo fuerte hincapié en la formación de docentes y entrenadores. Desde la CADC entendieron a la formación docente como una de las piezas claves para el cambio educativo. Es por eso que hemos estado desarrollado, durante todos estos años, tantos cursos de formación como fueron posibles. El armado de este libro es fruto de esas interminables e intensivas jornadas, también es producto de la experiencia de entrenadoras y entrenadores, docentes de las escuelas, de los polideportivos de los barrios, de las universidades y de un sinfín de lugares donde se desarrolla el Cestoball. ABCestoball es un libro para abonar a la formación de formadores y al desarrollo del deporte. Cuando pensamos en la formación de formadores partimos de la necesidad de reflexionar sobre el sentido ético político cultural de la formación docente. En este sentido, desarrollamos una propuesta que dialogue de la manera más amplia posible con los diferentes contextos donde se desarrolla el Cestoball. El planteo de este libro pretende dialogar con la formación de formadores, en función de un perfil de docente o entrenador/a que pueda desarrollar el Cestoball como una herramienta pedagógica, tanto en el ámbito formal como en el federado. También tiene por objetivo facilitar el intercambio de contenidos del quehacer docente, basados fuertemente en espacios reflexivos, entendiendo la práctica de la enseñanza como un proceso de aprendizaje mutuo. Si bien no salda el estudio exhaustivo sobre las diferentes corrientes y modelos de enseñanza de los deportes de conjunto, a través de esta obra hemos buscado aportar un insumo para pensar los contenidos específicos que refieren a la enseñanza del Cestoball. Es primordial establecer qué horizontes y perspectivas pedagógico-didácticas queremos fortalecer, qué docentes formadores queremos ser y a qué alumnos y alumnas, jugadores y jugadoras pretendemos formar, y en qué institución formadora nos insertamos. Por ende, la variable contextual es clave para pensar y desarrollar el Cestoball. Por último, a modo de introducción, nos parece valioso aclarar que nos manifestamos en contra del uso sexista del lenguaje que invisibiliza al género femenino y otras identidades. Por esta razón, decidimos nombrar a los sustantivos femeninos y masculinos a modo de facilitar la lectura, sin negar la diversidad ni abonar al lenguaje sólo en términos binarios.

Recursos metodológicos para enseñar ciencias sociales Laura Benadiba, 2025-07-15 Este libro reúne aportes internacionales que muestran las situaciones similares que afectan la enseñanza de la historia en diversas sociedades. Uno de estos abordajes refiere a la poca información que tienen los alumnos acerca de temas del pasado cercano, sobre todo los relacionados con procesos traumáticos y el silencio que todavía prevalece sobre la necesidad de recordar. En distintos temas, lugares y comunidades, la construcción de fuentes orales permite analizar cómo el pasado resurge en las prácticas cotidianas

y cómo influye en la manera de pensar y de actuar en el presente. A lo largo de los diferentes capítulos, el lector descubrirá que la historia oral, como metodología: » facilita la comprensión de problemas del ámbito local articulándolos con procesos sociales más generales; » favorece en los alumnos y estudiantes el manejo del tiempo histórico; » involucra a diversos actores sociales, sin reducir la historia a la actuación de grandes personajes políticos o militares; » apela a la curiosidad de niños y jóvenes para que valoricen el reconocimiento de problemas y la búsqueda de respuestas personales.

Developing Materials for Innovative Teaching and Sustainable Learning Andrzej Cirocki, Raichle Farrelly, Taylor Sapp, 2024-10-30 This volume features current, innovative, and effective ways of developing instructional materials for diverse English Language Teaching (ELT) contexts. It is divided into four sections, each featuring pedagogical materials designed for specific groups of learners. The sections focus on materials for general English, ESP and EAP, CLIL, and ELT teacher education courses. The chapters, written by experienced educators from around the world, are highly practical and detail the process of designing materials for innovative and sustainable language education. The contributors reflect on their own practice, describe the materials design process, explain the guiding principles, and connect the design process with the local context and educational policies. They also offer practical tips to inspire classroom practitioners to create their own materials, promoting innovative teaching and sustainable learning. Ultimately, their chapters aim to encourage a world where teaching involves creativity and adaptability, leading to transformative learning for both teachers and learners.

El currículum de Educación Física en el marco de la nueva ley Liliana Tarter, 2011

Los grandes problemas de México. Edición Abreviada. Sociedad. T-II Manuel Ordorica ,Jean-François Prud'homme, 2012 Serie de cuatro volúmenes que condensan la colección de dieciséis tomos que fue publicada en 2010 bajo el título de Los grandes problemas de México, con motivo de las conmemoraciones del bicentenario de la Independencia, del centenario de la Revolución y de los setenta años de El Colegio de México. Cada capítulo reproduce una estructura que contiene un diagnóstico, un pronóstico cuando es posible, y propuestas de acción en torno a problemas específicos. El presente volumen trata los principales problemas de carácter social en México: Desigualdad social, Movimientos sociales, Educación, Relaciones de género y Culturas e identidades

Gestión de una articulación educativa sustentable Néstor Zorzoli, Sandra Sánchez, 2020-03-10 Este libro ofrece 85 estrategias que posibilitan la construcción de un proyecto de articulación que abarca las dimensiones pedagógica, administrativa, organizacional y comunitaria. Trabaja el enfoque de articulación sustentable, por un lado, y la articulación como práctica intercultural, por otro, mediante la descripción de prácticas de intra, inter y transarticulación. Desde el paradigma de la educación como derecho, es imperativo repensar la articulación como una práctica sustentable que supere la idea de vincular partes, para dar al sistema educativo la coherencia y cohesión necesarias que garanticen las trayectorias de los estudiantes. Es preciso cambiar el objeto de articulación, desplazando la mirada desde lo estructural del sistema hacia

el destinatario, protagonista fundamental de la educación formal: el alumno.

Creative Collaboration in Teaching Marcelo Giglio, 2016-04-29 Creative Collaboration in Teaching focuses on the question of how best to facilitate creative collaboration among students in the classroom setting—with a focus on music composition and from the perspective of social-cultural psychology. This book is comprehensive, cutting-edge and scholarly in its approach. Marcelo Giglio's attention to music and creativity is detailed enough to satisfy any researcher, educator or teacher educator; but at the same time, his research approach, classroom observations and overriding recommendations can be easily applied to a wide range of subject areas. Giglio combines a rigorous review of the relevant literatures on creativity and social interactions with the reporting and analysis of his own original data across the world, and then goes on to support this important work with detailed descriptions of classroom episodes—student-to-student and teacher-to-student interactions. By combining these three elements, this book offers socio-creative and pedagogical models for education in practice as well as teacher education and research.

Formación docente, ciudadanía y educación Fernanda Balma, 2018-03-19 En esta obra se indagan las percepciones, valoraciones y prácticas de ciudadanía de estudiantes de Educación Primaria, analizando sus tomas de posición en relación con la posición social que ocupan y los modos en que proyectan la formación ciudadana para las jóvenes generaciones. La ciudadanía es representada principalmente como una forma de estatus legal, caracterizada por la posesión de un conjunto de deberes y derechos formalmente adquiridos. En menor medida aparecen concepciones que priorizan el componente comunitario, aunque siempre combinado con planteamientos de corte liberal. En su proyección como docentes, consideran que su función como educadores es básicamente la transmisión de esos deberes y derechos para que los alumnos sean conscientes de ellos y puedan desenvolverse como ciudadanos. Estos posicionamientos movilizan interrogantes acerca de la posibilidad real de compromiso y participación en la vida pública o la factibilidad de constituirse como ciudadanos con igualdad de derechos en una sociedad caracterizada por la desigualdad y la exclusión social.

The Routledge Handbook of Spanish Language Teaching Javier Muñoz-Basols, Elisa Gironzetti, Manel Lacorte, 2018-10-17 The Routledge Handbook of Spanish Language Teaching: metodologías, contextos y recursos para la enseñanza del español L2, provides a comprehensive, state-of-the-art account of the main methodologies, contexts and resources in Spanish Language Teaching (SLT), a field that has experienced significant growth world-wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics. Written entirely in Spanish, the volume is the first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective. It brings together the most recent research and offers a broad, multifaceted view of the discipline. Features include: Forty-four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world; Five broad sections that combine theoretical and practical components: Methodology; Language

Skills; Formal and Grammatical Aspects; Sociocultural Aspects; and Tools and Resources; In-depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom-related matters; A consistent inner structure for each chapter with theoretical aspects, methodological guidelines, practical considerations, and valuable references for further reading; An array of teaching techniques, reflection questions, language samples, design of activities, and methodological guidelines throughout the volume. The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists, researchers, language practitioners, and current and future educators. The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up-to-date view of the field with immediate applicability to the teaching of the language.

El diseño curricular con la entrada de la LOE y la LEA Luis Manuel Timón Benítez, Ezequiel Gómez Gallardo, 2010-02-26

La presente obra del Sello Editorial WANCEULEN EDUCACIÓN, pertenece a una colección que ofrece contenidos dirigidos al profesorado de Educación Secundaria Obligatoria. En esta colección, se incluyen obras de Ciencias Sociales, Geografía e Historia, Dibujo, Lengua, Orientación Escolar, etc.. Los autores han tratado de abordar temas de interés para el profesorado de esta etapa formativa. Todas las obras, tienen una amplia e importante base fundamentadora, así como unas orientaciones y ejemplificaciones prácticas. Los títulos que componen la colección son los siguientes: 1. LAS CIENCIAS SOCIALES Y LAS NUEVAS TECNOLOGÍAS DE LA EDUCACIÓN EN LA ESO 2. EL RECICLAJE EN LA SOCIEDAD ACTUAL. CONTENIDOS BÁSICOS EN LA ESO EN EL ÁREA DE LAS CIENCIAS SOCIALES 3. LA CONSERVACIÓN DEL ENTORNO. PROPUESTAS METODOLÓGICAS Y ACTIVIDADES DE ENSEÑANZA PARA EDUCAR EN UN DESARROLLO SOSTENIBLE. DESDE LAS CIENCIAS SOCIALES EN LA ESO 4. LOS SISTEMAS DE INFORMACIÓN GEOGRÁFICA EN LA EDUCACIÓN SECUNDARIA. 5. LA EDUCACIÓN VIAL COMO TEMA TRANSVERSAL. ACTIVIDADES EDUCATIVAS PARA SU DESARROLLO EN LAS CIENCIAS SOCIALES 6. EL ARTE CLÁSICO GRECIA Y ROMA. CONTENIDOS EDUCATIVOS PARA LA ESO Y EL BACHILLERATO. DIDÁCTICA PARA SU ENSEÑANZA EN LAS CIENCIAS SOCIALES. 7. VALOR DEL PATRIMONIO HISTÓRICO EN LA E.S.O. Y BACHILLERATO EN EL ÁREA DE LAS CIENCIAS SOCIALES. SUGERENCIAS METODOLÓGICAS Y ACTIVIDADES. 8. LOS PROCEDIMIENTOS Y TÉCNICAS DEL GRABADO SU APLICACIÓN EN LA ASIGNATURA DE EDUCACIÓN PLÁSTICA Y VISUAL EN LA E.S.O. 9. LA ARQUITECTURA POPULAR ANDALUZA. LA ARQUITECTURA POPULAR COMO RECURSOS DE APRENDIZAJE PARA ALUMNOS DE LA ESO EN LAS ÁREAS DE DIBUJO Y MATEMÁTICAS 10. LAS NUEVAS TECNOLOGÍAS EN EDUCACIÓN. EL DISEÑO ASISTIDO POR ORDENADOR. PROPUESTAS EDUCATIVAS PARA EL ALUMNADO DE LA ESO 11. LA FOTOGRAFÍA COMO CONTENIDO EDUCATIVO EN LA ESO. APLICACIONES EDUCATIVAS EN LA MATERIA DE DIBUJO 12. EL ARTE EN LAS DIFERENTES ETAPAS HISTÓRICAS. APORTACIONES ESTÉTICAS. PROPUESTAS EDUCATIVAS PARA DESARROLLO DEL ARTE EN LA MATERIA

DE DIBUJO 13. EL CINE EN LA ESCUELA COMO RECURSO EN EL ÁREA DE EDUCACIÓN PLÁSTICA Y VISUAL. ASPECTOS EDUCATIVOS Y ACTIVIDADES PARA SU DESARROLLO EN LA ESO 14. EL MUSEO COMO RECURSO EDUCATIVO EN LA ESCUELA. GUIA EDUCATIVA PARA LA VISITAS DE MUSEOS EN ANDALUCÍA. ÁREA DE EDUCACIÓN PLÁSTICA Y VISUAL 15. EL RECICLAJE EN EL ARTE Y SU APLICACIÓN EN LA EDUCACIÓN SECUNDARIA OBLIGATORIA EN ANDALUCIA 16. LA LENGUA CASTELLANA Y LA LITERATURA EN LA EDUCACIÓN SECUNDARIA OBLIGATORIA. PROPUESTAS EDUCATIVAS PARA SU DESARROLLO EN EL MARCO ESCOLAR 17. LA NARRATIVA EN LA MATERIA DE LENGUA CASTELLANA Y LITERATURA ¿CÓMO ENSEÑAR NARRATIVA EN LA ESO? PROPUESTAS EDUCATIVAS DESDE EL MARCO CURRICULAR ANDALUZ 18. LA LÍRICA EN LA MATERIA DE LENGUA CASTELLANA Y LITERATURA. ¿CÓMO ENSEÑAR LÍRICA EN LA ESO? PROPUESTAS EDUCATIVAS DESDE EL MARCO CURRICULAR ANDALUZ 19. LAS COMPETENCIAS EN LA ESO. ACTIVIDADES EDUCATIVAS PARA LA MEJORA DE LA COMPETENCIA LINGÜÍSTICA EN LOS CENTROS EDUCATIVOS 20. ATENCIÓN A LA DIVERSIDAD EN LA EDUCACIÓN SECUNDARIA OBLIGATORIA. PROPUESTAS EDUCATIVAS PARA SU DESARROLLO EN EL MARCO ESCOLAR 21. EL DISEÑO CURRICULAR CON LA ENTRADA DE LA LOE Y LA LEA. DESDE EL PLAN DE CENTRO HASTA LA PROGRAMACIÓN DE AULA 22. ATENCIÓN A LA DIVERSIDAD EN LA EDUCACIÓN SECUNDARIA OBLIGATORIA. MEDIDAS DE ATENCIÓN. LA EVALUACIÓN PSICOPEDAGÓGICA 23. LA ORIENTACIÓN ACADEMICA Y PROFESIONAL EN LA ESO. EL PLAN DE ORIENTACIÓN PROPUESTAS DE INNOVACIÓN 24. LA EDUCACIÓN PARA LA PAZ. PROPUESTAS EDUCATIVAS PARA DIFERENTES ÁREAS DEL CURRÍCULO. 25. LOS ALUMNOS CON NECESIDADES ESPECÍFICAS DE APOYO EDUCATIVO: LA DISCAPACIDAD COGNITIVA. CARACTERÍSTICAS Y ORIENTACIONES EDUCATIVAS SU INTEGRACIÓN EN LA ESO 26. FAMILIA Y ESCUELA 27. APRENDIENDO A APRENDER. METODOLOGÍA PARA EL ESTUDIO EFICIENTE TÉCNICAS Y METODOLOGÍAS DE ESTUDIO PARA ENSEÑANZA SECUNDARIA 28. POR UNA ESCUELA SOSTENIBLE: LA ECOESCUELA 29. EL TRABAJO EN EQUIPO. LA COLABORACIÓN EN LA EDUCACIÓN

Relaciones espaciales y cuerpos geométricos Alicia Giarizzo, 2020-04-01 En este libro se comparten variadas experiencias sobre la enseñanza de los conocimientos espaciales y geométricos, particularmente aquellos relacionados con los cuerpos geométricos. Se presentan propuestas de enseñanza realizadas con niños de las tres secciones de diferentes jardines de infantes, con orientaciones didácticas y ejemplos de las prácticas registradas. Las experiencias incluyen planes de clase, registros de momentos, fotografías y diseños de los recursos didácticos utilizados, producciones de los alumnos y reflexiones sobre lo sucedido al gestionarlas. El análisis didáctico se complementa con fundamentaciones teóricas, sugerencias para implementar variables didácticas, ejemplos para secuenciar actividades y elaborar proyectos de articulación, acompañados por comentarios que orientan sus posibles alcances en relación con los contenidos espaciales y geométricos.

Research Perspectives on Music Education in Ibero-America Rosa María Serrano, Guadalupe López-Íñiguez, José Luis Aróstegui, Gwen Moore, 2025-02-26 This volume brings together a selection of essential articles from the journal *Revista Internacional de Educación Musical (RIEM)*, a Spanish-language journal published by the International Society for Music Education, making this work available to an English-speaking audience for the first time. With chapters representing a wide range of countries in the Ibero-American world, including Argentina, Brazil, Chile, Colombia, Mexico, Portugal, and Spain, the book aims to develop international exchange in the music education community. The book is structured around key themes, including music teacher training, youth music education, higher music education, and sociomusical programs, with a focus on opportunities for improvement across music education contexts inside and outside schools. Making vibrant research and practice from across the region available to a wider international audience, this book facilitates exchanges between researchers and educators and enhances global music education studies by highlighting groundbreaking work from Spanish- and Portuguese-speaking countries.

Democratic Education as a Curricular Problem Daniel Friedrich, 2014-01-03 By repositioning democratic education not as something that can be achieved by following a certain, proven process, but as an inherently paradoxical enterprise in its dealings with the tension between schooling as the intentional production of citizens and the uncertainties of democracy, an alternative way of reading the curriculum emerges. This book aims not at arriving at the right combination of theory, policy and praxis that will provide the democratic utopia, but at historicizing the discourses that have shaped the ways in which we think and act in the field of education.

Principios del entrenamiento de base en la edad escolar José María Cañizares Márquez, Carmen Carbonero Celis, 2016-11-02 COLECCIÓN MANUALES PARA EL PROFESORADO DE EDUCACIÓN FÍSICA EN LA EDAD ESCOLAR Esta colección de libros dirigida a profesores de Educación Física y a todo tipo de profesionales de la Actividad Física y el Deporte, se ofrece como referente válido por su gran capacidad de síntesis, por presentar unos contenidos actualizados y novedosos, sin relegar los pilares clásicos de cada tema, en un encomiable buen hacer didáctico, que convierten a esta Colección sobre Educación Física en la Edad Escolar, en la más completa de la actualidad. Tanto el tratado Enciclopédico como el resto de títulos de la Colección son el fruto de muchos años de experiencia como Profesores en los distintos niveles educativos así como de la investigación y la elaboración de muchas publicaciones sobre la materia. Su garantía radica en los miles de profesionales de la Educación Física y el Deporte que durante muchos años han utilizado las publicaciones y trabajos de los autores para fundamentar y desarrollar su labor pedagógica. En definitiva, se trata de una magnífica Colección totalmente actualizada y válida para todos los profesionales de la Educación Física y el Deporte. La Colección está compuesta por un total de 26 obras, de modo que el profesorado de Educación Física pueda elegir el Manual de Educación Física completo o bien solo aquellos temas sobre los que necesite una preparación especial: • 1 Tratado Enciclopédico

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