

Instituto De Formacin Docente Continua San Luis

Carla Dolcemascolo

Enseñar para comprender Paula Alejandra Pogr ,Mar a Constanza Valdez,Carmen Barale,2012-08 El inter s compartido por el mejoramiento de nuestras propias pr cticas docentes nos llev  a incursionar en la propuesta pedag gico-did ctica desarrollada en el marco del Project Zero de la Universidad de Harvard. La necesidad de poner en com n con otros profesionales que, en diferentes momentos de apropiaci n y desarrollo, est n recreando en nuestros contextos y disciplinas el marco conceptual de la Ense anza para la Comprensi n, nos impuls  a convocar al encuentro. Aqu  ofrecemos un compilado de trabajos, experiencias y propuestas que docentes del nivel superior, en distintas instituciones y variadas disciplinas, ponen en juego, al tiempo que desaf an sus conocimientos para encontrar desempe os innovadores de ense anza. El camino hacia la comprensi n es complejo y extenso pero se encuentra plagado de m ltiples satisfacciones. Comunicar nuestros avances y dudas es una forma m s de profundizar en ese camino.

Pr cticas y residencias. Memorias, experiencias y horizontes II ,2008

Tendencias emergentes en evaluaci n formativa y compartida en docencia Natalia Gonz lez Fern ndez,Irina Salcines Talledo,Elena Garc a Ruiz,2015-08-21 Los contextos educativos del siglo XXI requieren de un replanteamiento metodol gico para ajustarse a las nuevas demandas y necesidades sociales. En este sentido, la evaluaci n formativa y compartida permite la revisi n, el reajuste y la optimizaci n de los procesos de ense anza-aprendizaje desde una perspectiva hol stica e integradora, que favorece la implicaci n, autonom a y responsabilidad de los estudiantes. Igualmente, la incorporaci n de tendencias educativas emergentes y diversos recursos tecnol gicos abre todo un abanico de posibilidades a las pr cticas de evaluaci n en educaci n. La intenci n de la presente publicaci n centrada en la Evaluaci n Formativa y Compartida en Docencia Infantil, Primaria, Secundaria y Universitaria es promover la difusi n de investigaciones, estudios y experiencias innovadoras relacionadas con la evaluaci n formativa y compartida as  como el uso de las tecnolog as entre los docentes de las diferentes etapas educativas. Considerando dichos contenidos  tiles tanto para profesorado, investigadores como para equipos de gesti n de centros educativos de todos los niveles educativos.

Nuevos maestros para Am rica Latina Ricardo Cuenca,Nicole Nucinkis,Virginia Zavala,2007-01-01 Este volumen est  destinado al colectivo de profesionales involucrados en la formaci n docente en una Am rica Latina que, cada vez m s, reconoce y acepta positivamente su diversidad cultural y ling  stica. Nuevos maestros para Am rica Latina busca contribuir

a esta discusión y análisis reuniendo trabajos con un balance y perspectivas de la formación docente en un grupo de países latinoamericanos en los que están en curso reformas educativas. Extrae y presenta lecciones aprendidas que orientan tanto la formulación de políticas educativas como la puesta en marcha de programas y proyectos específicos. Desde este espacio deseamos estimular innovaciones educativas que no sólo den cuenta de la diversidad, sino que partan de ella y contribuyan a la búsqueda de la unidad en la diversidad. Las nuevas demandas de nuestras sociedades obligan a reconstruir tanto las prácticas educativas como el sentido de la formación del profesorado. Ambas tareas son imprescindibles si realmente se pretende formar una ciudadanía intercultural más crítica y más democrática.

El monitor de la educación ,2004

Cuando vuelvas a mirarme Vanesa Susana Orueta,2023-03-01 ¿Existe el amor para siempre? De pequeños solemos escuchar que los cisnes o los caballitos de mar tienen una sola pareja para toda la vida. Esta idea rodea la historia de Cuando vuelvas a mirarme, para demostrar que el amor verdadero quizás no sea el más sencillo de alcanzar. La magia y la lucha de la luz y la oscuridad son las espadas que utilizará Ana, la protagonista, para recuperar el amor propio y crear una realidad alternativa, junto a Eduard, su llama gemela. Su objetivo será volver a encontrarse, ya que no pudieron hacerlo en sus vidas anteriores. ¿Lo lograrán?

Sentarse a la mesa chica Pablo Mendes Calado,Christian Morales,2023-03-24 Si bien las políticas culturales constituyen hoy día un campo ya consolidado dentro del ámbito académico y de la gestión, la acción gubernamental en los niveles subnacional y -muy especialmente- local es uno de los subcampos más desatendidos por los estudios del área. Sentarse a la mesa chica: cultura y gobiernos locales se propone ocupar ese vacío a partir de la articulación de trabajos que reflexionan desde las muy diversas situacionalidades de sus autores y autoras. Por este motivo en el libro podrán encontrar desde la sistematización de prácticas de gestión cultural en ciudades y provincias argentinas, hasta análisis sobre la implementación de políticas culturales locales que trascienden incluso las fronteras del país. Esperamos que la lectura de estos trabajos, que abordan casos particulares de políticas culturales locales (públicas, privadas o de la sociedad civil) o bien problematizan en torno a la posibilidad de horizontes alternativos para las políticas culturales en general, contribuyan al trabajo y la formación de profesionales y estudiantes del sector, y especialmente, que colaboren para que las políticas culturales puedan ganar una mayor trascendencia en la agenda local.

Content and Language Integrated Learning in South America Yolanda Ruiz de Zarobe,Darío Luis Banegas,2024-03-19 CLIL is a pedagogical approach which has gained traction in different educational and geographical contexts as a key tool in language learning and teaching. After more than 25 years of implementation, we can assert that we have learned a great deal about what CLIL entails. However, it is also true that we still need to contextualise the approach in order to clearly delimit what CLIL has to offer in each setting. This is precisely the aim of this book. This volume focuses on

CLIL in South American contexts. It identifies, clarifies and offers insights into issues related to its characterisation and implementation, as well as teacher education. With contributions from a prestigious array of scholars and practitioners from various parts of South America, it also highlights some of the achievements and challenges in the process of implementing CLIL in the region. Against the backdrop of South American contexts, this book aims to provide a useful and innovative lens through which policy makers, researchers and teachers will find significant implications for the development of CLIL.

Escrituras de mujer Adriana Milanésio, María Victoria Martínez, Marita Novo, Mónica Cúrtolo, Elena Berruti, 2016 Women in various cultural and social environments have used writing in their private and public life to express themselves and their experiences. *Escrituras de mujer* explores what women wrote in the past, the changing relationship between women and the written page, whether or not female writing has specific features and more. The texts included in this work include a selection of papers submitted to the Coloquio Escrituras de Mujer, held in the city of Río Cuarto in September 2014, from various departments, disciplines and universities. Also included are presentations of a group of writers from Córdoba and Río Cuarto who generously shared insights and creative experiences at the opportunity.

Cuenta de inversión, 2006

Teatro/16, 2016

Rara-- como encendida Carla Dolcemasclo, 2004

Archipiélago, 2006

El oficio de enseñar Fernando Saúl Alanís Enciso, René Medina Esquivel, 2019-11-02 En esta colaboración poco común y de largo aliento entre un académico historiador y un profesional de la educación, Fernando Alanís y René Medina, ponen el dedo en la llaga de la enseñanza de la historia a nivel posgrado en México al formular la siguiente paradoja: ¿Cómo puede lograr un profesor-investigador del campo de la historia formar una nueva generación de docentes de la actual era digital de los conocimientos, si carece de una orientación pedagógica, sobre todo una acorde con los nuevos tiempos?

Anuario estadístico y geográfico de San Luis Potosí 2015 INEGI, 2012-01-01 El presente documento está dirigido al público en general que desee conocer los aspectos involucrados en la generación de indicadores del sector. Está conformado de nueve capítulos. El primero detalla los antecedentes que dieron origen a la Encuesta Nacional de Empresas Constructoras ENEC. El segundo contempla los objetivos para lo cual se diseñó la ENEC. En el tercero se mencionan las coberturas que maneja la encuesta. En el cuarto y quinto capítulo se detallan el Diseño Conceptual y el Diseño de la Muestra. En los tres capítulos siguientes se explica brevemente las etapas de levantamiento, tratamiento y procesamiento de la información. En el último capítulo se detalla la difusión de los resultados.

Anuario estadístico del estado de San Luis Potosí. Edición 2012 INEGI, 2012-12-01 Elaborado por el Instituto para cada una de las 32 entidades federativas, en un trabajo coordinado con los gobiernos de éstas. Contiene la información más

reciente disponible al momento de su integración, organizada en capítulos que dan a conocer un panorama completo del territorio, la población y economía de la entidad. Incluye información sobre los siguientes temas: aspectos geográficos, medio ambiente, población, vivienda y urbanización, salud, educación y cultura, gobierno, seguridad y justicia, y trabajo. También se incorporan estadísticas de información económica agregada, agricultura, ganadería, aprovechamiento forestal, pesca, así como la relativa a la minería, industria manufacturera, construcción, electricidad, comercio, turismo, transportes y comunicaciones, indicadores financieros y finanzas públicas. .

La enseñanza y el aprendizaje de la lengua en escuelas rurales mexicanas. Blanca Araceli Rodríguez Hernández, 2019-05-24 Brindar una mejor educación básica a alumnos del medio rural es uno de los grandes pendientes de la agenda educativa mexicana. Así lo demuestra el informe La educación obligatoria en México. Informe 2018, del Instituto Nacional para la Evaluación Educativa (INEE). En él se señala que las escuelas rurales tienen carencias importantes en infraestructura; que, al ser escuelas de un tipo distinto a las previstas en el currículo, la atención educativa que brindan es inequitativa y, además, un porcentaje considerable de alumnos rurales obtiene resultados educativos por debajo del nivel básico (66% en matemáticas, 34% en lenguaje y comunicación). La educación básica en el medio rural es un pendiente de múltiples aristas. En este libro se presentan investigaciones relacionadas con la enseñanza y el aprendizaje de la lengua en niños del medio rural. Se pretende contribuir a entender mejor algunas de las aristas de la educación básica en entornos rurales mexicanos. Un aporte modesto, pero también necesario. El libro pone a disposición del lector siete capítulos. El primero de ellos ofrece un panorama del contexto político educativo del México actual respecto a la enseñanza de la lengua, con el fin de delimitar el escenario de elaboración de los demás capítulos. Los seis capítulos restantes se dividen en dos secciones. La primera da cuenta de implementaciones o intervenciones en escuelas rurales. La última se compone de capítulos que hacen diagnósticos del aprendizaje de diversos aspectos de la lengua a niños del medio rural.

Anuario estadístico y geográfico de San Luis Potosí 2017 INEGI, 2017-12-01

Construcción de los estados nacionales y el conocimiento de las instituciones como fuente en la educación para la ciudadanía, La (eBook) Patrícia Victòria Martínez i Álvarez, 2012-10 La publicación de este libro nace del deseo de crear un lugar real y común para que en él puedan dialogar, de alguna manera, las mujeres y los hombres que han participado en las Jornadas Educación y Ciudadanía celebradas en los últimos años, propuestas por el Parlamento de Cataluña en 2007 y hechas realidad gracias al apoyo académico de la Facultad de Geografía e Historia de la Universidad de Barcelona..El deseo de crear este espacio de diálogo tiene que ver, sobre todo, con la existencia misma de América Latina como conjunto de realidades diversas, cada una con su pasado, su presente y su futuro, en muchos sentidos convergentes. Es la expresión, también, de uno de los propósitos que desde su inicio quiso impulsar el proyecto: que los distintos países participantes pudiéramos encontrarnos, escucharnos, pensarnos y diseñar un camino desde el que seguir mirándonos de

cerca.

Educación en Derechos Humanos Edgardo Carabantes, 2018 El texto que constituye este libro proviene de una tesis doctoral, que rescató la experiencia de aquellas y aquellos estudiantes de carreras de Pedagogía de la Universidad de La Serena (algunas/os ya docentes), que durante un semestre se formaron en torno a temáticas de Derechos Humanos, en un espacio y tiempo de conversaciones y de reflexión con respecto al mundo que se habita, con un propósito transformador.

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