

Djame Que Te Cuente Ensayos Sobre Narrativa Y Educacin

Gustavo Bombini

Déjame que te cuente Jorge Larrosa,1995 Los textos que componen este libro pretenden situarse al margen de la arrogancia y la impersonalidad de la pedagogía tecno-científica dominante, fuera del control que los saberes disciplinarios ejercen sobre lo que puede y lo que no puede decirse en un campo del saber, y frente a la policía de la verdad constituida por las reglas del discurso pedagógico instituido.

Reinventar la enseñanza de la lengua y la literatura / Reinventing the teaching of language and literature

Gustavo Bombini,2006-06-30 La tarea cotidiana de los profesores de lengua y literatura está atravesada en la actualidad por una serie de interrogantes e incertidumbres acerca de su sentido, de sus propósitos y del modo de resolver en la práctica estos desafíos constantes. El conocimiento escolar sobre la lengua y la literatura, determinado por las sucesivas transformaciones del sistema educativo y por los cambios en los contenidos curriculares, la práctica del aula acuciada por múltiples factores sociales, los cambios en los modos en que los adolescentes y los jóvenes se ponen en contacto con el universo de la lectura y la escritura en el contexto de veloces transformaciones culturales y tecnológicas, nuevas estéticas y nuevos modos de resignificar la propia identidad profesional de los profesores de lengua y literatura son algunas de las preguntas que se formulan en este libro y sobre las que se adelantan algunas reflexiones, algunas respuestas posibles para volver a interrogarnos sobre nuestra tarea, para ...

Sexualidad, relaciones de género y de generación ,2009

Pedagogía profana Jorge Larrosa,2000

El valor de la narrativa y la poética en la educación inicial Miralba Correa,María del Carmen Buriticá,2024-07-26 Damos la bienvenida a nuestros lectores.Tenemos la ilusión de persuadirlos de las bondades que entraña formar a los niños amando la lectura de cuentos y poemas.Con este propósito les presentamos la descripción y el análisis crítico de la experiencia de formación de agentes educativas,ejemplificada con algunos talleres; experiencia hecha en el marco del programa de intervención educativa Narrativa,Poética y Memoria (NPM),implementado en la zona de ladera del Cali entre 2006 y 2009 Y en el que participaron nueve instituciones educativas.La orientación teórica y metodológica se nutrió de programas de

formación de agentes educativas y de los hallazgos de las investigaciones sobre los desempeños de los niños pequeños hechas por el grupo de investigación Lenguaje, Cognición y Educación. El programa fue diseñado y ejecutado por profesionales y estudiantes de psicología de la Universidad del Valle. Decidimos abordar la formación de las agentes educativas enfatizando en los vínculos y los aprendizajes significativos, necesarios para enfrentar las condiciones adversas que viven los niños en contextos vulnerables.

Integración escolar como problemática profesional, La Silvia Dubrovsky, 2005

The Routledge International Handbook on Narrative and Life History Ivor Goodson, Ari Antikainen, Pat Sikes, Molly Andrews, 2016-10-04 In recent decades, there has been a substantial turn towards narrative and life history study. The embrace of narrative and life history work has accompanied the move to postmodernism and post-structuralism across a wide range of disciplines: sociological studies, gender studies, cultural studies, social history; literary theory; and, most recently, psychology. Written by leading international scholars from the main contributing perspectives and disciplines, The Routledge International Handbook on Narrative and Life History seeks to capture the range and scope as well as the considerable complexity of the field of narrative study and life history work by situating these fields of study within the historical and contemporary context. Topics covered include: • The historical emergences of life history and narrative study • Techniques for conducting life history and narrative study • Identity and politics • Generational history • Social and psycho-social approaches to narrative history With chapters from expert contributors, this volume will prove a comprehensive and authoritative resource to students, researchers and educators interested in narrative theory, analysis and interpretation.

An Ibero-American Perspective on Narratives of Pandemics Zélia M. Bora, Animesh Roy, Ricardo de la Fuente Ballesteros, 2023-08-08 An Ibero-American Perspective on Narratives of Pandemics is a critique of the realities of the pandemic in the Ibero-American world and its intertwined relationship with the environment. Through a critical gaze into the history of the region as it has evolved through periods of socio-environmental and cultural conflicts, the book chronicles multiple experiences of how people managed to negotiate multiple crises on a daily basis by often clinging to their age old cultural and healing practices, as well as the humanistic representation of such experiences in various fictional and nonfictional writings. The contributors expose the biopolitics around COVID-19 and its effects particularly on marginalised populations and the environment in an effort to consider the complexity of the pandemic in its multiple dimensions. They evaluate it through climatic, socioeconomic, political, scientific, and cultural lenses that they argue shaped the realities of the pandemic. They also take a close look at the use and effects of language in virtual spaces, implying it has the ability to construct/mis-construct reality in this postmodern world, arguing there is a need for a new environmental ethic post-pandemic.

Una hermenéutica de la formación de sí Gregorio Valera-Villegas, 2006

Investigaciones sobre enseñanza y aprendizaje de las matemáticas Cantoral Uriza, Ricardo, Covián Chávez, Olda, Farfán Márquez, Rosa María, Lezama Andalón, Javier, Romo Vázquez, Avenilde, 2008-01-01 Este libro sintetiza una mirada regional y contemporánea del estado que guarda la investigación en Matemática Educativa. Aborda el quehacer de un gran número de colegas del mundo hispano parlante. Se trata de una obra de actualidad del más alto nivel que presenta a un amplio público, los hallazgos más recientes de la investigación en el campo en diferentes sub especialidades y permite vislumbrar el efecto que éstas tienen sobre la práctica educativa en matemáticas. Se reúne en sus capítulos los resultados de la investigación que distinguidos colegas de Iberoamérica han realizado en los últimos años. Las temáticas, los niveles educativos y la diversidad de enfoques teóricos que son desarrollados en esta obra, hacen de ella un material de consulta primordial para los profesores, los futuros maestros y doctores y los investigadores en activo. Es una obra que marcará, sin duda alguna, un punto de no retorno de nuestra comunidad. La mayoría de las investigaciones que componen este libro, fueron presentadas para su debate teórico en el marco de la XVIII Reunión Latinoamericana de Matemática Educativa (Relme 18), la cual tuvo lugar en la ciudad de Tuxtla Gutiérrez en el bello estado de Chiapas en México. **INDICE RESUMIDO:** Un curso de cálculo infinitesimal para bachillerato. Significados de la probabilidad en la enseñanza secundaria. La evaluación del aprendizaje en la educación matemática. Resolución de problemas de aritmética. De la regla de tres a la ecuación de continuidad. Propuestas didácticas acerca de la articulación de saberes matemáticos.. Un estudio socioepistemológico de lo periódico. La conservación en el estudio del área. Profundizando en los entendimientos estudiantiles de variación. Argumentaciones de los estudiantes en el análisis de funciones. Ingeniería-Didáctica en Física-Matemática. Los procesos de convención matemática como generadores de conocimiento, etc

Los retos y tensiones del entorno escolar en tiempos de pandemia desde las voces de los profesores y estudiantes normalistas. Edith Gutiérrez Álvarez, 2023-06-20 Esta obra condensa siete trabajos de investigación realizados por un grupo de profesores normalistas que prestan sus servicios en las escuelas primarias y en instituciones formadoras de docentes. La finalidad de esta obra es mostrar los retos y tensiones del entorno escolar, a través de experiencias de alumnos y docentes inmersos en los vaivenes y desafíos del contexto de la pandemia de COVID-19. Los impactos psicosociales en el profesorado de la escuela primaria; los desafíos de la práctica docente en línea, el sentido de enseñar Educación Física, el uso del tiempo escolar durante la modalidad de clases en línea, los escenarios de pandemia y mundo virtual en la práctica profesional de los estudiantes normalistas o las competencias emocionales, retos y logros educativos de los futuros educadores en tiempos de pandemia. Son algunos de los temas de esta obra que da cuenta de una realidad en proceso de recreación donde los relatores de cada institución educativa interpretan de manera subjetiva los acontecimientos del día a día enmarcados por el complejo entorno de la pandemia.

Encuentro de investigación del alumnado (EIDA 2016) Margarita Isabel Asensio Pastor, Manuel José López

Martínez, Christian Roith, 2016-12-02 Este Encuentro de Investigación del Alumnado se concibe como un espacio de presentación de las investigaciones realizadas por los y las estudiantes (o trabajos en curso) de las diferentes titulaciones en las que imparte docencia el Departamento de Educación. Asimismo, se trata de un como espacio abierto a la comunidad universitaria. Así pues, el lunes, 6 de junio de 2016, durante toda una jornada, el alumnado presentó sus trabajos a través de distintas comunicaciones en formato texto y/o póster, sobre los que se reflexionó y discutió. Como colofón a la jornada, se contó con la presencia del Catedrático de Didáctica y Organización Escolar de la Universidad de Granada, Juan Bautista Martínez, quien disertó sobre las repercusiones de la investigación científica desarrollada en la Universidad en el marco de una sociedad democrática. Este Comité considera que el EIDA ha sido una actividad que ha permitido atender a los objetivos y responsabilidades de las Universidades públicas, es decir, compartir el conocimiento generado por los y las estudiantes en sus procesos formativos, hacerlo público y dar cuenta a la comunidad universitaria, y a la sociedad, en general, del trabajo realizado. En este sentido, este Comité ha alcanzado dichos objetivos que se propusiera allá por diciembre de 2015 al atender a las inquietudes manifestadas por nuestro alumnado de la necesidad de crear un foro de intercambio de experiencias investigadoras y que se materializó en el EIDA y en la publicación que aquí presentamos. Sin duda, esta publicación muestra una de las exigencias propias de cualquier proceso de investigación que es el de difundir el conocimiento a la comunidad científica y a la sociedad.

La investigación educativa Gary L. Anderson, 2007

¿Por qué narrar? Cuentos contados y cuentos por contar Eloy Martos Núñez, Gabriel Núñez Ruiz, Mar Campos F.-Figares, Pedro C. Cerrillo Torremocha, Juan Carlos Rodríguez, Isabel Tejerina Lobo, Gustavo Bombini, Antonio Mula Franco, Margoth Carrillo Pimentel, Ángela Balça, Amando López Valero, Sandra Sánchez García, Santiago Yubero Jiménez, M^a da Natividade Pires, Isabel Jerez Martínez, Eduardo Encabo Fernández, Anunciatta Vinuesa Pons, Cristina Palmer Cardona, Zacarías Calzado Almodóvar, Rodrigo España Belmonte, Tania Mariza Kuchenbecker Rösing, Joaquín María Aguirre Romero, Miguel Rettenmaier, Alberto E. Martos García, María Pinto Molina, José Antonio Cordón García, Cristina Pouliot Madero, José Rovira Collado, Concepción Fernández Soto, José Luis Cortés, Antonio A. Gómez Yebra, Pascuala Morote Magán, María José Labrador Piquer, Jaime García Padrino, Ramón F. Llorens García, Aitana Martos García, M^a del Carmen Quiles Cabrera, Cristina Cañamares Torrijos, César Sánchez Ortiz, Isabel Alférez Valero, 2010-05-03 Escribir, contar, leer historias son actividades imprescindibles en nuestra necesidad diaria por tratar de entender / conocer el mundo, a los otros, a nosotros mismos. Un grupo de expertos analiza en estas páginas, de forma caleidoscópica, los principales enfoques que surgen de esa necesidad de narrar, de contarnos, de comprendernos así como los procesos de narración, los agentes que intervienen en ellos, etcétera. Actividad tan antigua como el lenguaje, el narrar cobra una relevancia especial en el mundo de la formación emocional e intelectual del sujeto desde el primer momento que toma contacto con los que le rodean. Con este

libro se intenta poner en manos del lector una herramienta que le permita adentrarse (desde distintas perspectivas) en los diversos elementos del inquietante mundo del contarnos y del aprender, especialmente a partir de la literatura infantil y juvenil.

EXPERIENCIAS DE GÉNERO MALDONADO ACEVEDO, ANA, LAUREANO DOMÍNGUEZ, LORENA, MESA GONZALEZ, CINTA, 2016-05-25 Experiencias de Género es un volumen multidisciplinar, compuesto por 21 capítulos, en el que especialistas en distintos ámbitos abordan la cuestión de género desde una variedad de perspectivas. Se ofrecen reflexiones históricas y propuestas de transformación social, se examina la invisibilización de las mujeres y se incide en la responsabilidad de las instituciones y medios de comunicación en la transmisión de valores igualitarios. Se aboga por una legislación que propicie el cambio hacia una sociedad no discriminatoria y por una coeducación que frene la perpetuación de roles sexistas. Partes: I. Identidad y transgresión: la representación de género en las artes visuales y en la literatura, II. Realidades y perspectivas: el género en el ámbito educativo y laboral, III. Igualdad y visibilización: conflictos de género en la legislación y en las políticas públicas.

Educación, cuerpo y ciudad. El cuerpo en las interacciones e instituciones sociales, 2007

El horizonte de los vestigios Mauricio Vélez Upegui, 2020-08-03 Investigar es tal vez una de las pocas actividades humanas que se resisten a la normalización, a la mecanización y a la mercantilización a las que han estado sometidas la mayoría de nuestras acciones para conseguir la eficiencia y la productividad. En este libro, el profesor Mauricio Vélez Upegui nos invita a adentrarnos en un sendero de búsqueda y de cavilación sobre el quehacer investigativo. Además de una muy bella reflexión sobre el sentido de la acción de investigar, el texto resignifica cada una de las fases de una investigación: la definición de sus objetivos, de sus métodos, de sus límites, la revisión del conocimiento previo, la delimitación de sus alcances y la presentación de sus resultados como actividades que nos permiten el ejercicio de la libertad. Al tiempo que parece responder a los requerimientos de un texto didáctico, *El horizonte de los vestigios* está lejos de ser un manual para los investigadores en ciencias sociales y en humanidades. Es una obra que plantea más preguntas que respuestas, que señala posibilidades de sentido en lugar de certezas y que, justo por ello, sirve de acompañamiento y de guía para quienes en su vida académica consideran que el trayecto es más importante que el proyecto.

Investigar la experiencia educativa José Contreras Domingo, Nuria Pérez de Lara Ferré, 2014-07-14 La investigación pedagógica se mueve siempre en la relación plural, incierta, variable, tentativa y subjetiva de conectar acontecimientos y sentido educativo. Mirar la educación como experiencia no supone desvincularse del mundo en el que habitamos, sino lo contrario: no desvincular al mundo de quienes lo viven, de quienes lo vivimos, de quienes lo experimentamos, de quienes lo sostenemos o lo soportamos, de quienes lo sufrimos o lo gozamos, de quienes lo consentimos o lo discutimos, de quienes lo hacemos y lo padecemos. En cuanto que experiencia, consiste en adoptar un punto de vista desde el que mirar a la

educación; un punto de vista que atraviesa lo subjetivo y lo objetivo, el dentro y el fuera, lo micro y lo macro. Y por encima de todo, es la adopción de una actitud: la de dejarse sorprender, la de abrirse a los interrogantes, la de atender y escuchar lo que la realidad nos muestra, la de explorar el sentido, los sentidos? y los sinsentidos de la experiencia, y de las condiciones en las que tales experiencias se experimentan. La educación, como experiencia personal, subjetiva, desestabilizante, que depende siempre del encuentro real de las personas, no tiene suficiente con la investigación al modo de las ciencias sociales. Necesita el alimento y la inspiración de otras maneras de conocer, de preguntarse, de atender a la realidad. Por eso, necesitamos ampliar la propia noción de investigación más allá de los vínculos con el procesamiento del mundo empírico, para conectarla con la cuestión de cuál es el saber necesario de la educación. Los autores pretenden expresar la relación entre experiencia y saber, recuperando la noción del saber de la experiencia, como aquel tipo de saber necesario en la educación, un saber que nace, como diría María Zambrano, de la sedimentación de la experiencia, aquel poso de lo vivido y pensado que actúa como guía e inspiración en el vivir.

La escuela rural en la España vaciada: diagnóstico, experiencias y retos de futuro José Luis Parejo, Eduardo García-Zamora, Víctor González-López, Alberto Nolasco-Hernández, 2023-12-07

Comunicación y cultura popular en América Latina Chiara Sáez, Antonieta Vera (coautora), Christian Spencer (coautor), 2022-04-01 Este libro propone problematizar la politicidad de lo popular en el cuestionamiento del actual momento de los procesos de modernización latinoamericanos. En este desafío insertamos buscamos encontrar elementos que permitan avanzar en la generación de un pensamiento crítico a partir de insumos provenientes de casos y experiencias de diversos países de la región. Hablamos, por lo tanto, de una aproximación académica, teórica e histórica, orientada hacia la generación de conocimiento con sentido político; esto es, de investigaciones sobre el lugar de la cultura en las disputas de poder. El hilo conductor que une los trabajos aquí expuestos es el carácter interpelador de la cultura popular. Es decir, que el estudio de la cultura popular siempre nos lleva a otras discusiones, como la de las políticas públicas de comunicación y cultura, el rol de la academia en el reconocimiento de la cultura popular, la idealización agonística de lo popular desde la política o el debate sobre la autenticidad de parte de quienes se afirman identitariamente como personas, colectivos, movimientos o clases populares.

Djame Que Te Cuente Ensayos Sobre Narrativa Y Educacin Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This

extraordinary book, aptly titled "**Djame Que Te Cuento Ensayos Sobre Narrativa Y Educacin**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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