

Libro De Tecnología 1 Secundaria Santillana

G Thomas

Vivimos en un mundo tecnológico Ana Gracia Labrador,1998-08-31 Junto con una detallada orientación didáctica, se ofrecen en estos materiales quince Unidades Didácticas y Proyectos de Trabajo distribuidos a lo largo de los dos ciclos de la ESO, en los que se contempla la Tecnología como un área práctica y manipulativa. A partir de los planteamientos interdisciplinares que aquí se hacen, se le facilita al alumnado la toma de contacto con la mecánica, la electricidad y la utilización de determinadas herramientas de uso doméstico.

Auxiliares quirales unidos a soportes poliméricos para la determinación de la configuración absoluta por RMN. Silvia Porto Sandá,2007

Delibros ,2001

El área de tecnología en Secundaria Rafael López Cubino,2001-03-26 El autor ofrece unos materiales contrastados y de gran utilidad para el profesorado. Por un lado, nos presenta su reflexión sobre los temas más destacados del Área de Tecnología en educación secundaria: análisis de los objetivos, contenidos, criterios de evaluación, metodología, etc. Y por otro la sugerencia permanente de ideas, pistas y estrategias para lograr una clase más activa, creadora y participativa a través de orientaciones didácticas específicas, pautas de actuación para el profesorado, desarrollo de la creatividad, aprendizaje cooperativo, temas transversales, etc.

CUERPO DE PROFESORES DE ENSEÑANZA SECUNDARIA. TECNOLOGIA. PROGRAMACION DIDACTICA Y 15 UNIDADES DIDACTICAS DE 1o DE ESO EBOOK Miguel Baldomero Ramírez Fernández,María Dolores Santos Martínez,2006-01-19

Guía de recursos didácticos. Tecnología. Educación secundaria obligatoria Ministerio de Educación,1995

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Guía de aprovechamiento de recursos didácticos. Área de tecnología. Primer ciclo. Educación secundaria obligatoria Toledo Pallarés, Luis Carlos,Millán García, Fernando,Ezpeleta Morente, Andrés,

Bibliografía peruana ,2000

Didáctica de la lengua y la literatura y nuevas tecnologías. Sandra Sánchez-García,Juan Manuel Rodríguez-Álvarez,2022 Didáctica de la Lengua, cultura escrita y artes en la formación inicial docente / Concepción Francos MaldonadoAlfabetización inicial, contenidos gramaticales y análisis curricular en contextos plurilingües / Susana Sánchez Rodríguez, Alicia Santolària Orrios y Mariiona Casas DeseuresEl pan de la guerra de la literatura al cine: una propuesta didáctica interdisciplinar con perspectiva de género / Carmen Ferreira, Rocío G-Pedreira y Marta Neira-RodríguezPropuesta docente para incorporar la enseñanza de lengua en el aula de literatura en el ámbito universitario: claves del estilo directo en torno a la literatura inglesa victoriana / Pablo Ruano San SegundoLa actualización del currículo de Literatura a través de recursos multimedia: los cortos surrealistas en 4ºESO / Alberto Corpas Martos y Raúl Rubio MillaresLengua y literatura en Educación Primaria desde las percepciones del alumnado del Prácticum / Antonio Gutiérrez Rivero y María Michel Santiago del PinoLa construcción de la opinión: didáctica del texto argumentativo en el aula de Secundaria hoy / Pablo Moreno VerdullaDel currículum al manual escolar en Didáctica de la Lengua y la Literatura: una revisión de los contenidos en Educación Secundaria Obligatoria / Fernando Marín Martí y Noelia Ibarra RiusLéxico canario y sexismo. Una experiencia didáctica en el aula de Secundaria / Jésica Fortes Regalado, Zeus Plasencia Carballo y Antonio Jesús Sosa AlonsoEl regreso de las olvidadas de la Edad de Plata en el ámbito universitario: planteamientos teóricos y prácticos / Guadalupe Nieto CaballeroCaracterísticas de la lectura inicial y del apartado de comprensión lectora de libros de texto / Aída Bárbara Parrales RodríguezPosibilidades de visualización digital de Yerma. Una propuesta de aula / Monika DabrowskaFormación inicial de maestras y maestros de LIJ en pandemia: el reto de trabajar online DLIJ / Consol Aguilar RódenasEl imaginario algorítmico: representaciones de Caperucita Roja y Blancanieves en Google imágenes / Francisco Antonio Martínez CarrataláExperiencia didáctica: uso de la técnica de Stop Motion en LIJ “Lijmotion” / Teresa Ciudad Camacho y María Inmaculada Cantero AlmenaGamificación digital con Genially y Blooket en el aula de inglés / Sergio Jiménez de la Cruz y Ana Martín-Macho HarrisonAlfabetización digital desde la educación literaria: el proyecto Descubriendo / Assumpta Biosca Taronger y Josep Ballester Roca

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Interrelaciones entre la imagen, el texto y las tecnologías digitales. Nuevas perspectivas en la enseñanza de las ciencias sociales Elke Castro León,2023-12-26

Enseñanza y aprendizaje de la gramática y ortografía en la educación secundaria obligatoria a través de los libros de

texto María del Carmen Mondragón Mullor ,2014-10-17 En el presente libro tiene como objetivo principal servir de ayuda a los profesores de secundaria en la erradicación de los problemas de gramática y ortografía que presentan los alumnos en la educación secundaria obligatoria en la materia de lengua castellana y literatura. Al mismo tiempo, ofrece a los alumnos alternativas didácticas a las presentadas en los libros de texto de lengua en el proceso de enseñanza-aprendizaje de la gramática y la ortografía. Nuestro proyecto presenta la originalidad de haber contado con el alumno para el análisis y creación de las actividades didácticas, así como para el estudio de las principales dificultades que presentan en la gramática y la ortografía. Su colaboración y participación se han convertido en la principal fuente de nuestro trabajo. Sus propuestas nos servirán para solucionar aquellos problemas que con frecuencia encontramos en las producciones escritas de los alumnos, ofreciendo, a la vez, tratamiento didáctico alternativo elaborado por los alumnos de secundaria. En primer lugar, hemos realizado un estudio comparativo- analítico de las últimas leyes educativas en España (LOGSE y LOE) sobre el currículo de lengua en la educación secundaria obligatoria para posteriormente realizar un seguimiento sobre la adecuación de los libros de texto de lengua a esas leyes educativas. Para ello, se ha investigado las editoriales más utilizadas en Almería y su provincia. Los modelos teóricos aplicados en los libros de texto de lengua desde la perspectiva de la LOGSE y la LOE nos ayudarán a conocer los sistemas de enseñanza-aprendizaje que los libros de texto proponen para la gramática y la ortografía en la secundaria obligatoria. En segundo lugar, se ha investigado cuáles son las principales dificultades que los alumnos presentan en la producción escrita a través de cuestionarios que proponemos a los alumnos de la secundaria obligatoria. Hemos seleccionado tres centros educativos públicos del poniente almeriense para realizar nuestra investigación. La petición realizada a los alumnos de proponer actividades de gramática y ortografía interesantes y creativas, atendiendo a la diversidad, nos ha posibilitado realizar un tratamiento didáctico de las actividades de gramática y ortografía desde el punto de vista del alumno. En tercer lugar, se ha seleccionado un compendio de editoriales por considerar que el libro de texto, previas entrevistas a diversos profesores, es el instrumento seleccionado por la mayoría de los profesores de secundaria. En nuestra investigación partimos de una primera hipótesis y es que la mayoría de las actividades de gramática y ortografía, propuestas por las diferentes editoriales resultan aburridas y de escaso interés entre los alumnos. La mayor parte de los contenidos de lengua y actividades que proponen los profesores vienen derivados de los libros de texto, por lo que nuestra siguiente actuación ha sido analizar las diferentes actividades de enseñanza-aprendizaje de gramática y ortografía que aparecen en las principales editoriales seleccionadas. El proceso de enseñanza-aprendizaje de la gramática y la ortografía en la educación secundaria viene influido y dirigido por la selección del libro de texto de lengua que el departamento de lengua en general y el profesor en particular realice. Este estudio es útil para valorar la importancia que tiene una selección coherente, funcional y creativa de las actividades y contenidos lingüísticos que hagamos. Nuestra segunda hipótesis parte de la idea que la mayoría de las actividades no tienen en cuenta la graduación, la diversidad ni la participación del alumno en el

proceso de enseñanza-aprendizaje; para ello, realizaremos un análisis detallado de las principales necesidades educativas que podemos encontrar en el aula y que nos servirán de referencia para incluirlas en nuestras propuestas. El estudio de las actividades de gramática y ortografía en los libros de texto confirman nuestra hipótesis de que su tratamiento no siempre es creativo ni reflexivo en lo que respecta a las actividades propuestas para los alumnos. Nuestro objetivo es conocer cuáles son las preferencias de los alumnos en el diseño de las actividades de gramática y ortografía, así como solicitar la colaboración y participación en la creación de las actividades didácticas que serán aplicadas posteriormente en el aula. Por último, nuestra investigación propone un tratamiento didáctico de las actividades de enseñanza-aprendizaje de la gramática y la ortografía realizada por los alumnos de secundaria de los tres centros educativos seleccionados. También ayudará a resolver las principales dificultades que se analizaron al principio de nuestra investigación con la aplicación de nuestras propuestas. Las posibilidades de realizar otras investigaciones pueden servir de ayuda complementaria a nuestro estudio, por lo que proponemos otras líneas futuras de actuación que pueden desarrollar las propuestas realizadas.

Emergent Practices and Material Conditions in Learning and Teaching with Technologies Teresa Cerratto Pargman, Isa Jahnke, 2019-03-21 This book explores the complexities of interacting with digital technologies in the everyday flow of practices in schools, museums, and the home. In particular, the authors pay attention to the material conditions of such practices via the exploration of media discourses on information and communication technologies in the classroom; the ongoing digitization of the school; the use of video chat for language learning; the instantiation of CrossActionSpaces in an urban science classrooms; the development of symbolic technologies such as the Carbon Footprint Calculator; the design of apps and virtual museums for learning science; the use of text message tools for collaborative learning in teacher education and the design, implementation, and evaluation of Augmented Reality apps in outdoor learning. The book is grounded in case studies presented by scholars at the workshop, "Changing Teaching and Learning Practices in Schools with Tablet-Mediated Collaborative Learning: Nordic, European and International Views" and the workshop "Emergent Practices and Material Conditions in Tablet-mediated Collaborative Learning and Teaching" both of which have been held at the Computer-Supported Collaborative Learning conference (CSCL). This volume brings together inspirational and high-quality chapters that raise a range of important ideas and showcase the importance of looking beyond technology-enhanced learning. Taken together, this volume unpacks a variety of everyday situations by engaging with what is really happening with digital technologies rather than what is expected to happen with them in educational settings. The take-away message is a call for research on learning, teaching, and digital technologies that enables engagement with the materiality of educational practices and, in particular, their constitutive relationships that configure the contemporary educational practices of the digital age.

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