

CLAUDINE BLANCHARD LAVILLE

SABER Y RELACION PEDAGOGICA



*Facultad de Filosofía y Letras - UBA
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La relación educativa Marcel Postic, 1982-03-05 Esta obra ofrece una presentación metódica de los diferentes modos de análisis de la relación educativa acompañada de comentarios críticos con el fin de proporcionar la información indispensable para la comprensión de las modalidades de funcionamiento de las relaciones sociales que se establecen entre los interlocutores profesorado alumnado familia instituciones y de las diversas dificultades que encuentran proporcionando los medios para una reflexión personal En lugar de concebir la relación educativa bajo la forma de una comunicación entre el alumnado y el profesorado en medio del conjunto del aula y de abordarla solamente por las características de los compañeros se la sitúa en un sistema de relaciones más amplias que engloba las relaciones sociales en el aula las relaciones entre el aula la escuela y la sociedad y las relaciones de los sujetos con el saber y la lectura *Pedagogía (entre paréntesis)* Daniel Brailovsky, 2019-08-30 Este libro aborda la oposición entre lo nuevo y lo tradicional en educación sin elogiar lo primero ni proponer un regreso nostálgico a lo segundo Busca salir del espejismo dibujado sobre esa vieja oposición y pensar desde la pausa de un paréntesis en todo aquello que ese esquema binario no deja ver Se pregunta qué discursos conservadores se disfrazan de novedad y qué sentidos de la vida escolar se atenúan cuando algo es rotulado como tradicional Pedagoga entre paréntesis analiza las críticas dirigidas a la escuela y diferencia las formuladas por la Escuela Nueva y las pedagogas críticas de las que se plantean hoy desde una postura gerencialista y economicista Distingue entre el alumno como oprimido o como cliente y entre el docente como un intelectual público o como un emprendedor ya no se trata de distinguir entre lo nuevo y lo tradicional sino entre las críticas de la vieja escuela nueva y las del pseudo escolanovismo de mercado Esta obra propone un recorrido en clave pedagógica a través de algunas palabras potentes como conversación cuidado o confianza que vale la pena volver a pronunciar en la escuela **Cuestiones pedagógicas** Jean Houssaye, 2003-11-15 Cuáles son las características de las ideas pedagógicas Muere una idea en el campo educativo Todas estas preguntas deben ser objeto de investigación Este libro no tiene ese objetivo aun cuando permita plantear tales interrogantes y contribuir a contestarlas tanto por su contenido como por su forma **Epistemología, ética y ciencias de la educación** Jean-Claude Filloux, 2008 Práctica pedagógica y formación de maestros Barrantes, Raúl, 2019-04-30 Este libro da cuenta de reflexiones que algunos de los profesores de la UPN hicieron después de haber implementado con un grupo de docentes de varias regiones la estrategia denominada por el MEN y Fecode como Evaluación con Caracter Diagnóstico Formativa Este material compilado ofrece valiosos aportes acerca de lo que significa pensar la práctica pues esta propuesta absolutamente novedosa matiza en gran medida la cuantificación de preguntas de contenido y se pasa a trabajar con rbricas que indagaban sobre lo que el maestro hace en relación con el contexto en el que realiza su práctica la praxis pedagógica el currículo y la convivencia Genealogías de la pedagogía Noguera-Ramírez, Carlos Ernesto, Rubio Gaviria, David Andrés, 2019-10-25 Los estudios sobre la pedagogía y su historia realizados por el Grupo de Historia de la Práctica Pedagógica GHPP a lo largo de sus cuatro décadas de existencia han dado

lugar a una tradición de pensamiento Por tradición entendemos un conjunto decantado de herramientas para pensar que han sido probadas utilizadas una y otra vez de ciertas maneras por lo tanto se han modificado y vigorizado a la vez No se trata de unos contenidos fijos o de unos principios doctrinales establecidos e inamovibles sino de instrumentos depurados perfeccionados o aun sin terminar apenas elaborados Desde luego una tradición agrupa afirmaciones explicaciones formas de comprender perspectivas pero al ser transmitida siempre sufre modificaciones transformaciones No hay tradición sin transmisión y por ende sin transformación En los escritos incluidos en el presente libro se muestran algunas de las transformaciones más recientes a que ha dado lugar la tradición del GHPP *Didáctica de las Matemáticas- Una Experiencia Pedagógica* , **Paradigmas y conceptos en educación y pedagogía** Jesús Alberto Echeverri Sánchez,Óscar Saldarriaga Vélez,Marcelo Caruso,Alberto Martínez Boom,Jhon Henry Orozco Tabares,Humberto Quiceno,Andrés Klaus Runge Peña,Juan Felipe Garcés Gómez,Diego Alejandro Muñoz Gaviria,Alexander Yarza de los Ríos,2015-04-29 Educación, salud, discurso pedagógico ,1998 Renovación pedagógica y emancipación profesional Jaume Martínez Bonafé,1990 **Paradigmas y campo conceptual de la pedagogía en Colombia** Rafael Ríos Beltrán,Jesús Alberto Echeverri Sánchez,2021-06-19 Existe funciona un campo conceptual de la pedagogía En Colombia Es legítimo viable o incluso útil hablar de ello como profesores e intelectuales pero también como ciudadanos Estos resultados del proyecto Paradigmas y Conceptos en Educación y Pedagogía ofrecen unas respuestas no sólo paradójicas sino contradictorias Mientras que para algunos investigadores del proyecto la respuesta es cercana al no para otros ella tampoco ha sido un voco pues el concepto guía de Campo Conceptual de la Pedagogía CCP esbozado en un principio por los investigadores Olga Lucía Zuluaga y Alberto Echeverri luego reelaborado ampliamente como Campo Conceptual y Narrativo de la Pedagogía CCNP por Echeverri no ha sido apropiado con un núcleo útil rico o empírico en los variados subproyectos que conforman esta investigación Los diversos capítulos abordan sin excepción la cuestión del campo aunque no agotan la indagación sobre el mismo Esto es en las historias particulares de la enseñanza de las ciencias de la categoría de pedagogía o del currículum entre otros objetos existen huellas de la emergencia de un Horizonte Conceptual de la Pedagogía y de la constitución correlativa de un Campo Conceptual de la Pedagogía

Pedagogía de la formación doctoral Viviana Mancovsky,2021-12-22 Si bien la tarea de dirigir una tesis es una actividad reconocida en el ámbito universitario los directores hablan poco acerca de sus maneras de hacer Se asume que un profesor universitario con el título de doctor está habilitado para dirigir doctorandos haber sido dirigido lo autoriza a dirigir Así suele suceder que dicha práctica queda librada a los estilos personales de los profesores que la asumen y no es habitual compartir aciertos y desaciertos entre pares En este libro directores de tesis de diversas disciplinas y países relatan sus biografías profesionales en primera persona A partir de un ejercicio de escritura personal cada uno de ellos convierte su práctica de dirigir tesis en una reflexión sobre lo vivido una reflexión introspectiva crítica y a su vez delicadamente sensible que invita al lector a adentrarse y acaso identificarse con cada relato Desde hace más de diez años la pedagogía de la formación

doctoral en la Argentina ha avanzado siguiendo los desarrollos investigativos de otros países se ha apoyado y enriquecido con ellos y ha mantenido un intercambio sostenido con colegas que estudian e indagan sobre temas afines a la formación en este nivel del posgrado. Prueba de ello son los profesores invitados a conformar este colectivo de escritura 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 Investigación en Ciencias**

Sociales, 2013-10-17 El tercer libro de la colección Las discusiones sobre la filosofía de las ciencias sociales han estado tradicionalmente ligadas a las que se han suscitado en las ciencias naturales y en tiempos más recientes a su reconstrucción como disciplinas independientes. Las preguntas que se han discutido tienen que ver con su carácter científico. Son ciencias o pseudociencias están en un estado preparadigmático aspiran a compartir el mismo método de las ciencias naturales la manera de investigar y explicar los asuntos sociales es diferente y lo que se pretende es más la comprensión de los asuntos sociales y menos la explicación y la predicción. O por el contrario se pueden formular leyes para los fenómenos sociales.

Mediación e intervención de la psicología en situaciones actuales de vulnerabilidad Ruth Vallejo Castro, Joel Zapata Salazar, Hans Hiram Pacheco García, 2022-07-27 Hoy en día la dinámica social y otros factores según se advierte en estas páginas coloca a ciertos individuos en estado endeble por lo que se vuelve urgente que el profesional de la Psicología posea elementos ligados para poder mediar e intervenir en fenómenos como las violencias estrés ansiedad depresión migración deserción y bajo rendimiento escolar situaciones que ponen en riesgo la salud mental y el bienestar social. Otra virtud de este

texto es que como sucede en la universidad aglutina no solamente diversos campos de aplicación de la Psicología como son la educación en el área organizacional el campo clínico como la psicoterapia y de la salud sino también distintos enfoques y posturas teóricas de la misma. A eso se suman las experiencias personales y profesionales de psicólogos/as de distintas latitudes siendo este factor un elemento de plusvalía para el conjunto de la obra.

Filosofía, pedagogía, tecnología Germán Vargas Guillén, 2006
 CONTENIDO Kant y la pedagogía De la objetividad a la objetivación De la tensión entre el investigador y el mundo Interdisciplinariedad e investigación cualitativa en educación Formación y subjetividad epistemología lenguaje y pedagogía La pedagogía ante la tecnología como estructura del mundo de la vida Alcances y limitaciones de la inteligencia artificial en pedagogía A propósito de la informática en el mundo de la pedagogía y de la educación La representación del conocimiento y la inteligencia artificial La lógica de las ciencias como didáctica un bastión de modernidad La educación del futuro como futuro de la educación De la epistemología de la pedagogía a la filosofía de la educación

Pedagogía de la alteridad Gregorio Valera-Villegas, 2002
Archivos de pedagogía y ciencias afines, 1911
Maneras de hacer pedagogía desde historias de vida docente en Barrancabermeja Cristina Cecilia Arenas Sepúlveda, 2006
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