

REFLEXIONES FORMATIVAS Y APORTACIONES INNOVADORAS A LA PRAXIS EDUCATIVA

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(coordinadores)

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Reflexiones Y Praxis Universitarias

**Mariano Reyes Tejedor, David Cobos
Sanchiz, Eloy López Meneses**



Reflexiones Y Praxis Universitarias:

Praxis teatral. Saberes y enseñanza. Reflexiones a partir del teatro argentino reciente Gustavo Geirola, 2016-09-09 Este libro retoma cuestiones relativas a la dirección escénica y la praxis teatral explora los saberes de los teatristas tal como fueron expuestos principalmente en entrevistas publicadas bajo el título Arte y oficio del director teatral en América Latina y en Toda la pulmón Entrevistas a diez teatristas argentinos Aunque se enfoca en la producción teatral reciente en Buenos Aires la inquietud que cruza estas páginas parte del saber hacer de Eduardo Pavlovsky con su famoso cógulo que aquí se retoma desde la enseñanza lacaniana con algunos señalamientos a partir de Deleuze y Guattari Este teatro emergente con su dinámica propia nos interroga sobre la cuestión de la enseñanza y abre un debate más que proponer respuestas categorizadas Se puede enseñar la praxis teatral en la universidad Con qué medios Por medio de qué estrategias Es conveniente El libro se propone menos dar respuestas que promover preguntas en este diálogo entre la praxis analítica y la praxis teatral

Reflexiones y praxis universitarias Freddy Malpica Pérez, 1993 **Innovación pedagógica universitaria: reflexiones y estrategias** Mariano Reyes Tejedor, David Cobos Sanchiz, Eloy López Meneses, 2020-12-01 Para muchos autores entre los que destacamos al catedrático Jesús Salinas la innovación docente universitaria consiste en la incorporación de una idea práctica o artefacto novedoso dentro de un conjunto La creencia de que la innovación pueda suponer un cambio global arranca de la convicción personal de quien la lleva a cabo Desde esta perspectiva el cambio se genera en una esfera determinada y posteriormente pasar a afectar al resto del sistema Se ha señalado pues que es un cambio global no restringido Se trata de un cambio intencional no de simples novedades ni de propuestas visionarias Supone una forma creativa de selección organización y utilización de los recursos humanos y materiales forma esta que da como resultado el logro de objetivos previamente marcados Por ello es necesario anclar las propuestas de innovación en terreno propicio y fértil a fin de que se diseminen y florezcan Precisamente esta obra científica obedece a estos principios la necesidad de brindar al lector la posibilidad de reflexionar sobre lo dicho anteriormente a través de la visión de distintos autores y la de propiciar así un diálogo interactivo y pausado con aquel sobre lo que significa la innovación docente universitaria y cómo llevarla a la práctica en el ámbito universitario de la mejor manera posible La mayoría de los autores de este libro han participado en los diversos seminarios que ha organizado la Universidad Pablo de Olavide de Sevilla al largo de los años a través de la Dirección General de Formación de Innovación Docente Ha sido el deseo de esta institución que sus valiosas aportaciones queden negro sobre blanco para que germinen y queden como ejemplos de buenas prácticas docentes en el presente y el futuro de modo intencional y para que faciliten y estimulen un cambio global en el quehacer del profesorado docente universitario **La evaluación psicopedagógica a debate. Reflexiones y experiencias profesionales de titulaciones educativas** Aránzazu Cejudo-Cortés, Celia Corchuelo-Fernández, 2018-05-01 Esta obra ha sido creada por un grupo de profesionales del ámbito educativo maestros/as pedagogos/as y psicólogos/as que han aunado esfuerzos motivados por la necesidad de mejorar

continuamente por la responsabilidad de conocer más y mejor su profesión pero sobre todo por el cariño y respecto de los niños/as con los que van a compartir sus vidas Este manuscrito ha sido el fruto de una experiencia educativa innovadora llevada a cabo en el Máster de Psicopedagogía de la Universidad de Sevilla Esta práctica innovadora se desarrolló en la asignatura Evaluación Psicopedagógica de dicho máster en la que participaron 28 estudiantes cuyas titulaciones universitarias previas estaban estrechamente vinculadas al diagnóstico y/o intervención del alumnado con Necesidades Específicas de Apoyo Educativo NEAE Es por ello que en las páginas siguientes se recoge a través de los distintos capítulos un debate argumentado crítico y minucioso de la labor del orientador en el proceso de prevención diagnóstico e intervención de las necesidades de los estudiantes que puede servir para reflexionar acerca de dónde debemos ir en nuestro trabajo como orientadores y orientadoras A lo largo de los capítulos se mostrarán claves para detectar indicios de NEAE relacionados con el desarrollo cognitivo motor sensorial comunicativo y lingüístico social y afectivo de atención y concentración y/o de aprendizajes básicos como la lectura escritura o el cálculo Además se presentan los modelos e instrumentos más habituales en las evaluaciones psicopedagógicas poniendo el acento en pros y contras de estos recursos para terminar con casos prácticos resueltos que pueden servir a modo de ejemplo a otros profesionales y estudiantes de titulaciones educativas

CAPÍTULOS INTRODUCIDOS La evaluación psicopedagógica a debate CAPÍTULO 1 Protocolo de identificación del alumnado con Necesidades Específicas de Apoyo Educativo CAPÍTULO 2 Disminución de la eficacia visual Evaluación psicopedagógica CAPÍTULO 3 La discapacidad intelectual y su evaluación psicopedagógica CAPÍTULO 4 Alumnado con discapacidad intelectual en las aulas CAPÍTULO 5 Evaluación psicopedagógica en alumnado con Síndrome de Asperger CAPÍTULO 6 La evaluación psicopedagógica en TEA de alto funcionamiento CAPÍTULO 7 Síndrome de William Evaluación psicopedagógica CAPÍTULO 8 Conocimientos básicos sobre dislexia CAPÍTULO 9 Informe de evaluación psicopedagógica aplicado a un caso de dislexia CAPÍTULO 10 Evaluación psicopedagógica de altas capacidades intelectuales CAPÍTULO 11 Recursos digitales educativos para profesionales con alumnado NEAE

Perspectivas de la Investigación. Explorando las complejidades de América Latina a través de estudios de caso Johana Vargas, Roberto Simbaña Q., 2023-12-08 Este libro de colaboración colectiva presenta diferentes temáticas producto de investigaciones realizadas en América Latina y que buscan expresar las distintas realidades del subcontinente El lector encontrará investigaciones distribuidas en cuatro secciones En la primera sección se abordan temáticas sobre el campo educativo posteriormente se abordan temáticas relacionadas con las ciencias políticas filosofía y derecho La tercera sección reúne capítulos sobre administración y gestión pública y para finalizar se abordan cuestiones económicas y del medio ambiente El objetivo fue compartir herramientas para el análisis de distintos campos temáticos y realidades y que son un aporte para la discusión del fenómeno social en América Latina

Guía de las enseñanzas universitarias Consejo de Universidades (España), 2000 Recoge toda la información para que el futuro estudiante universitario pueda elegir carrera

El español de los jóvenes universitarios José Manuel González Freire, 2005

Nature(s) in Construction María Lelia Pochettino, Aylen Capparelli, Pablo

C. Stampella, Diego Andreoni, 2024-09-14 This book provides the state of the art of ethnobiology in Argentina and related Latin American countries highlighting timely trends and topics. It synthesizes studies resulting from the III Jornadas Argentinas de Etnobiología y Sociedad III JAES 3rd Argentinian Meeting of Ethnobiology and Society convened in La Plata in 2021. As a relatively new academic development, ethnobiology integrates approaches from different points of view such as biology, anthropology, geography, history, linguistics, and in a crucial recent advance, local perspectives. Consequently, this volume contains 33 contributions from 86 authors of different countries, orientations, and disciplines but all related to interrelationships between people and the natural environment. Chapters cover a diverse array of topics ranging from biocultural relationships and their historical construction through time to conservation of biocultural and agrobiodiversity, ethnomycology, ethnophycology, and meliponiculture and beyond. The volume's main goal is to propitiate the preservation of biocultural diversity through the application of ethnobiological wisdom in a global context characterized by the accelerated loss of traditional knowledge. The contributions aim to transcend the nature/culture dichotomy, emphasizing the inextricable relationship between communities and their environment and the importance of acting jointly in the construction of the inhabited landscape and local identity.

Informe de investigaciones educativas, 1994

La Plaza, El Acompañante Terapéutico interviene desde lo cotidiano y eso permite observar escenas que no se ven en otros espacios terapéuticos. Antes de ingresar al aula se ubicaba donde se forma el aula cuando los docentes intentan obligar a ingresar lo que obtienen por resultado son berrinches, enojos y desbordes de angustia. Sin embargo, cuando él decide ocupar físicamente el mismo espacio es decir pararse al lado de la puerta junto a él pero sin ingresar, la escena cambia.

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