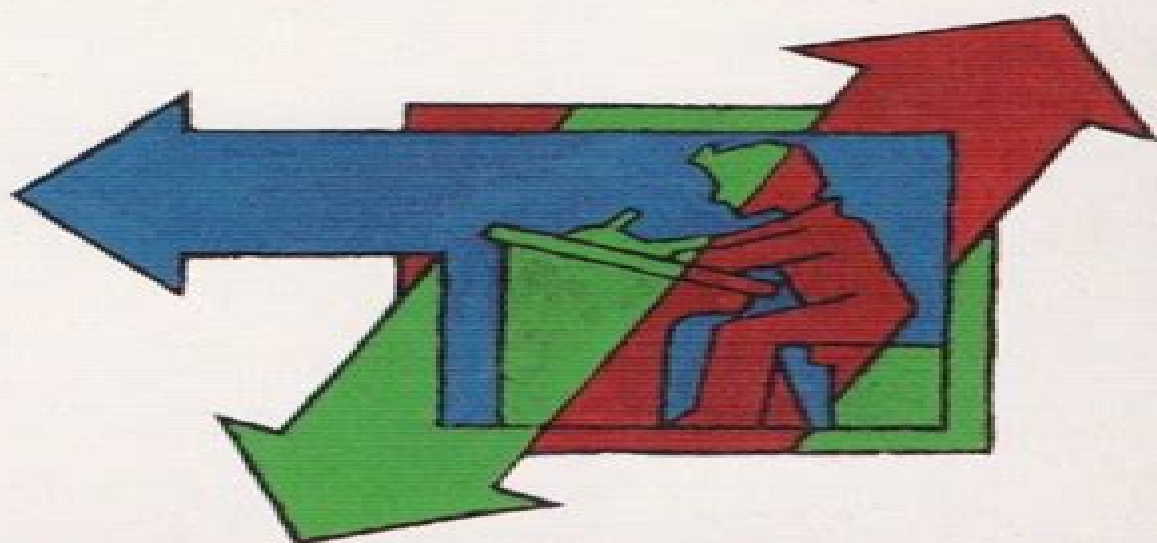


*Manuel Castells, Ramón Flecha,
Paulo Freire, Henry Giroux,
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Nuevas perspectivas críticas en educación Manuel Castells, 1994 Recopilación de las ponencias presentadas en el Congreso Internacional Nuevas perspectivas críticas en educación celebrado en Barcelona en junio de 1994 este libro no propone sin embargo una simple suma de puntos de vista sino ciertos planteamientos con una cierta unidad conceptual la incesante aportación de nuevos elementos de análisis y de ideas para desarrollar nuevos enfoques teóricos y prácticas renovadoras Desde la posibilidad de cambios sociopolíticos provocados por el feminismo o el ecologismo hasta el impacto de las nuevas tecnologías de la comunicación en la sociedad posmoderna pasando por un cuestionamiento radical de la actual dinámica de la enseñanza o incluso por la liberación de la persona y la creación de nuevos caminos para la sociedad civil como objetivos fundamentales de la educación los distintos textos que componen el volumen acaban creando un espacio para el diálogo y la reflexión colectiva en el que se consolidan e inician nuevas líneas teóricas críticas así como prácticas educativas alternativas con las que recupera la ilusión por la educación y por su capacidad para la transformación social

Cambio educativo, presente y futuro Universidad de Oviedo, 1999-12-02 Revista de educación nº 338. Educación no formal, **Didáctica crítica, educación crítica de las matemáticas y etnomatemática** David Mora, 2005 Educación y transformación social : homenaje a Paulo Freire Carlos Núñez Hurtado, 1998 *EDUCACIÓN Y CAMBIO CULTURAL EN VILLA PROGRESO, EZEQUIEL MONTES, QUERÉTARO* Héctor Martínez Ruiz, 2013-06-05 El propósito de esta obra consiste en explicar la influencia que tiene la educación como práctica de amor sabiduría y libertad en los cambios culturales que se presentan en Villa Progreso Ezequiel Montes Qro Para ello hacemos un recorrido histórico para analizar lo que llamamos educación demostrando que es simple instrucción encaminada a justificar y reproducir los mecanismos que establecen quien debe mandar y quien obedecer Más adelante damos cuenta del poder creador de quienes se resisten al dominio y lo revierten en este caso maestros y estudiantes que asumen posturas contra hegemónicas desarrollando expresiones culturales desde abajo acordes a sus necesidades y a las de la comunidad que pertenecen situación que acaba reflejándose en los cambios culturales que ocurren en Villa Progreso Consta de una introducción y cuatro capítulos En la introducción se aborda el concepto de cambio cultural desde la antropología En el primer capítulo se hace la genealogía de la educación como instrucción El segundo capítulo integra una lectura más amplia sobre la incorporación de la política gerencialista propia de la empresa aplicada a la escuela para reafirmar la lógica del capitalismo como si se tratara de un proceso productivo más El capítulo tercero describe el encuentro con la comunidad de Villa Progreso a partir del trabajo antropológico ofreciendo testimonios de su lucha contra el biopoder En el capítulo cuarto recreamos la memoria de quienes revierten el poder asimétrico en poder simétrico profesores poietai y estudiantes poietai que hacen de la educación un pensar creativo que a ratos deviene comunidad

The right to learn Nicaise, Ides, 2000-11-08 Evidence has shown that individuals leaving school without qualifications are four times more likely to be unemployed than those with qualifications Preventing and combating unemployment

therefore requires active measures both in the labour market and in the institutions responsible for preparing the future workforce educational institutions Attempts to remedy this problem have so far largely neglected children from socially excluded families one of the most vulnerable groups in education The right to learn explores a wide range of strategies both at the policy level and in the field to improve educational success among such disadvantaged children taking stock of good practice in a selection of EU member states chosen to reflect the diversity in systems and policies that currently exist The book suggests that a number of strategies are effective and feasible The authors recommend that a sufficiently powerful opinion movement is needed to promote the transfer of experience and action on different levels They conclude with several suggestions for good practice not just equal opportunity and equal treatment but also equal outcomes strategies The right to learn is important reading for teachers school administrators educational researchers policy makers NGOs parents associations those engaged in youth services and teacher training and in formulating policies to secure the social integration of the young generation

Pensar lo educativo Seminario de Análisis de Discurso Educativo, 2001 Enseñar, proyectar, investigar Mariana Fiorito, María de las Mercedes Achille, Romina Valeria Betervide, Luisa Beltramo, Débora Romina Branda, Gabriela Campari, Lucia Rosalia de-Lisi, María Dolores Delucchi, Estela Di-Legge, Graciela Del-Pardo, Graciela Susana Díaz, María de las Mercedes Duran, María Carmen Frigerio, Stella Maris García, Juan carlos Gisbert, Valeria Guidalevich, Cecilia Mazzeo, Hernan Anibal Noriega, Marta Susana Perrone, Sergio Tybak, Ana maría Romano, María Angelica Rudolf, Silvia Gabriela Saldaña, Marco Sanguinetti, Adriana Silva, Raúl Souto, Daniel Wolf, 2021-09-10 La enseñanza del proyecto en una universidad masiva y con bajo presupuesto es el desafío que recorre estas páginas El libro se propone como instancia de formación y de debate No hay en él una teoría nueva respecto de la enseñanza del proyecto sino la exposición de un estado de situación Los 18 trabajos que lo integran plantean problemáticas bordean zonas se acercan a cuestiones que tienen un común denominador pensar la enseñanza del diseño desde la FADU UBA Como muestra es acotada pero suficiente para trazar un mapa de las vicisitudes y emergencias del pensamiento sobre la enseñanza del proyecto en la FADU En los capítulos se promueve la idea que quienes escriben se sienten satisfechos respecto de los aspectos proyectuales puestos en juego pero inseguros respecto de su efectivización En efecto el tipo de conocimiento a impartir es un concepto que está en juego a lo largo del libro bajo diferentes aspectos son conocimientos adecuados a la realidad y al contexto de nuestro país desarrollan las habilidades necesarias para hacer frente a los desafíos del mundo de la poca As llegamos al último de los temas la complejidad del proyecto El carácter particular del proyecto entre todos los campos del saber su particular relación con la incertidumbre y por ende su alejamiento de toda esencialización forman parte de las notas constantes que desde distintos paradigmas teóricos son tratadas en esta obra

Metodología para configurar el modelo pedagógico de la organización escolar: Un debate sobre la formación, la enseñanza y el aprendizaje Alexander, Ortíz Ocaña, 2015-12-30 Este libro aborda la estructura del modelo pedagógico organizacional sus componentes y dinámicas como la propuesta metodológica para su elaboración Es ante todo

un práctico por el cual los profesores pueden entrar al mundo de la configuración del modelo pedagógico organizacional lo cual permitir reconfigurar nuestras prácticas pedagógicas cotidianas

Actas del Congreso Estatal de Formación del Profesorado "Conectando Redes" Junio 2010, 2011 Esta publicación recoge las ponencias y comunicaciones presentadas en el I Congreso Estatal de Formación del Profesorado Conectando Redes celebrado en Madrid los días 15 16 y 17 de Junio de 2010 junto con las conclusiones a las que llegaron los asistentes en los distintos grupos de trabajo Este congreso nace como un espacio de intercambio de experiencias entre los profesionales que participan en la planificación desarrollo y evaluación de la formación permanente del profesorado de todos los ámbitos educativos y pretende dar respuesta a las demandas de la profesión docente que surgen de los continuos cambios producidos en la sociedad Las experiencias que se presentan se estructuran atendiendo a los siguientes grupos temáticos planificación de la formación proyectos de atención a la diversidad actualización científica y didáctica desarrollo de competencias básicas tecnologías de la información y la comunicación y modelos de asesoramiento

El ojo ilustrado Elliot W. Eisner, 1998 He aquí el primer libro dedicado a construir sistemáticamente en el campo de la educación una metodología para la investigación de ideas propias de las artes y las humanidades El ojo ilustrado así forma parte del creciente interés por la investigación y la evaluación cualitativas pero a diferencia de muchas obras publicadas en ese sentido deriva sus conceptos clave del trabajo de artistas y críticos de arte De este modo conocimiento el arte de la percepción y crítica el arte de la divulgación son las principales ideas conceptuales en torno a las cuales se desarrolla dicha metodología Y el libro acaba estimulando no sólo a considerar la investigación y la evaluación como vías para describir relaciones y valorar sus circunstancias sino lo que es más importante como un camino para mejorar la práctica educativa

Actas del Primer Congreso Internacional de Educación Blanca A. Fritschy, 2000

La complejidad ambiental, 2000-01-01 Complejidad ambiental complejidad emergente complejidad reflexiva complejización del ser del conocimiento del tiempo de las identidades desconocimiento del conocimiento ciencia posnormal reapropiación del saber diálogo de saberes juegos de lenguaje logos hermenéutico acción interpretativa comprensión del ambiente producción de sentidos aprendizajes significativos constitución plural de sujetos construcción de ciudadanía configuración de identidades hibridas utopía diferencia diversidad alteridad otredad infinito praxis proyectual y construcción de virtualidades saber intuitivo analítico heurístico investigación participativa educación popular ambiental autogestión comunitaria pedagogía crítica saber emancipado aprendizajes comunitarios saberes indígenas estrategias identitarias sembrar saberes cultivar sentidos aprender a ser saber enseñarse Palabras claves juegos de lenguaje y estrategias conceptuales que frente al proyecto unitario de la ciencia moderna y al poder del saber institucionalizado abren un haz de luz del conocimiento a la diversidad del saber trazan el trayecto de un proyecto para aprender a aprender la complejidad ambiental

Responsabilidad, pensamiento y acción Paola Fryd Schapira, 2010-01-01 La fragmentación social la pobreza y la ruptura de los vínculos entre personas e instituciones son una condición inequívoca en Latinoamérica siendo la causa de diversas formas de exclusión En este contexto

es difícil pensar en un sistema de educación social que funcione correctamente Sin embargo es necesario realizar un trabajo educativo que facilite el entramado de lazos sociales que activen las oportunidades de participación en la vida política social y cultural de todos los sujetos Quiénes tienen los educadores O qué puede la educación social jugando en la articulación de las políticas públicas Este libro recoge experiencias de un grupo de educadores sociales que desde una perspectiva crítica intentan conjugar la acción educativa realizada sobre el terreno con una reflexión conceptual La evaluación de los resultados y la revisión de las prácticas son la estrategia para construir una nueva responsabilidad profesional La apuesta de un colectivo que produce conocimiento desde su práctica es una opción política para promover el rescate de la pedagogía y desarrollar formas de educación más pragmáticas y funcionales El educador social como punto de conexión la gestión de paradojas la enseñanza del pasado la improvisación y el trabajo con personas adultas son algunos de los elementos abordados en este texto que emerge como producción colectiva de la reflexión de educadores sociales que apuestan a construir conocimiento para hacer profesión

La utopía en la literatura y en la historia Fernando Carmona Fernández, José Miguel García Cano, 2008 Este volumen recoge aportaciones sobre el tema de la utopía de especialistas en áreas distintas de conocimiento Reúne trabajos de historiadores de la literatura de diversas lenguas y pocas de especialistas en historia de las pocas antigua a la moderna así como en urbanismo y en sociología

Multiculturalidad y educación Tomás Fernández García, José G. Molina, 2014-04-28 Cuál es la educación adecuada en una sociedad marcada al mismo tiempo por la pluralización cultural y la individualización Tras examinar las características de las sociedades multiculturales el presente libro expone los principios teóricos de la educación intercultural así como el papel y las funciones de las distintas disciplinas académicas Por último aporta varias experiencias de programas educativos en el área de la educación intercultural Tomás Fernández es profesor titular de Trabajo Social y Servicios Sociales en la UNED José G Molina es profesor de Educación Social en la Universidad de Castilla La Mancha

Evaluación y aprendizaje en la escuela primaria Edward C. Wragg, 2003-04-02 Libro que aborda métodos formales e informales de evaluar el trabajo y progreso de los niños

Innovación, cultura y poder en las instituciones educativas Rodrigo Juan García Gómez, 2006 Análisis de las instituciones educativas desde los diversos puntos de vista que presenta su actividad cuando se intentan introducir procesos de innovación

lengua y literatura Universidad del Quindío, 2006

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