

Grupos de discusión

Con base en preguntas guía los estudiantes reflexionan y aportan información al grupo sobre su proceso de aprendizaje y sobre todo aportan propuestas para mejorar en aquellos aprendizajes que consideran importantes reforzar, definen rutas y acciones para conseguirlo.

Ensayos

El ensayo es una producción escrita que se estructura en inicio, desarrollo y cierre, cuyo propósito es exponer las ideas del alumno en torno a un tema que se centra en un aspecto concreto.

Debates

El debate centra la discusión en lo que queremos que reflexione el alumno sobre su proceso de aprendizaje. La organización del debate es en sí mismo parte de la reflexión, ya que incluye la elaboración argumentativa del tema a presentar, la réplica a los otros integrantes, así como el cierre en tanto síntesis.

Portafolio de evidencias

El portafolio de evidencias es un concentrado de trabajos y producciones escritas, gráficas o digitales, realizado de forma individual o en equipo, que permite obtener información relevante acerca del desempeño de los alumnos. Está centrado en el estudiante y busca recuperar el proceso de construcción del aprendizaje.

10 recursos e Instrumentos para la evaluación formativa

Rúbricas

La rúbrica, también conocida como matriz de valoración es un instrumento de evaluación que se diseña con base en una serie de indicadores que permiten ubicar el grado de desarrollo de los conocimientos, habilidades y actitudes o valores en una escala determinada.

RUBRIC FOR EVALUATING EXPOSITIONS				
Topic	Content	Use	Style	Interest
1	1.1	1.1.1	1.1.1.1	1.1.1.1.1
2	2.1	2.1.1	2.1.1.1	2.1.1.1.1
3	3.1	3.1.1	3.1.1.1	3.1.1.1.1
4	4.1	4.1.1	4.1.1.1	4.1.1.1.1
5	5.1	5.1.1	5.1.1.1	5.1.1.1.1
6	6.1	6.1.1	6.1.1.1	6.1.1.1.1
7	7.1	7.1.1	7.1.1.1	7.1.1.1.1
8	8.1	8.1.1	8.1.1.1	8.1.1.1.1
9	9.1	9.1.1	9.1.1.1	9.1.1.1.1
10	10.1	10.1.1	10.1.1.1	10.1.1.1.1

Recursos Para La Evaluacion Curso 2

Yicheng Fang



Recursos Para La Evaluacion Curso 2:

Evaluacion de Tierras Y Recursos Para la Planeacion Nacional en Las Zonas Tropicales, 1987

Diseño de cursos por grandes ideas, con pedagogía activa e integración de tecnologías digitales Álvaro Hernán Galvis Panqueva, 2021-01-01 Dise ño de cursos por Grandes ideas con pedagog ía activa e integraci ñ de tecnolog ías digitales parte de identificar qu conceptos deseamos que perduren en los estudiantes a lo largo del tiempo Es un dise ño centrado en los estudiantes que tiene en cuenta lo que saben lo que les interesa y sus diferencias individuales Se desarrolla a trav s de la soluci ñ de retos aut nticos a los que se enfrentan es decir cercanos a la vida cotidiana de los estudiantes para que puedan darle sentido y utilidad a lo aprendido Las tecnolog ías digitales sirven de medio para explorar compartir construir y debatir sobre estos conocimientos Es una estrategia de ense ñanza que motiva y prepara a los estudiantes para un aprendizaje a lo largo de la vida y ayuda a los docentes a ajustar su rol principal como facilitadores de procesos de aprendizaje Como alguna vez proclam Heidegger al poco tiempo de ser nombrado rector de la Universidad de Friburgo en 1933 ense ñar es m s dif cil que aprender porque ense ñar consiste en dejar aprender *La educación y el proceso autonómico. Volumen X* Ministerio de Educación, 1995 Evaluación del nivel de desempeño de la tutoría en educación secundaria obligatoria: percepción de los propios tutores Vélaz-de-Medrano Ureta, Consuelo, González-Benito, Ana, López-Martín, Esther, El presente trabajo tiene por objetivo evaluar el nivel de desempe ño de las funciones asociadas a la tutor ía percibido por una muestra representativa de 605 profesores tutores de Educaci ñ Secundaria Obligatoria de la Comunidad Valenciana Para ello en una primera fase se aplica el Cuestionario EFAT Evaluaci ñ de las Funciones asociadas a la Acci ñ Tutorial para conocer el tiempo real e ideal que los tutores dedican al cumplimiento de las tareas funciones y objetivos que determinan el modelo te rico de referencia A continuaci ñ se estima el nivel de desempe ño como la distancia entre la dedicaci ñ real y el promedio del tiempo ideal que los tutores consideran que deber ían dedicar Los resultados del an lisis factorial confirmatorio de segundo orden multigrupo muestra c mo los valores de ajuste del modelo son similares a los obtenidos en validaciones previas del instrumento EFAT Respecto al nivel de desempe ño la percepci ñ de los tutores muestra un mayor desajuste entre la dedicaci ñ real e ideal en aquellas funciones relacionadas con la personalizaci ñ de la ense ñanza para procurar el m ximo desarrollo integral del alumnado A su vez se observan diferencias estad sticamente significativas en este nivel de desempe ño en funci ñ del curso en el que se es tutor la especialidad y el sexo Este trabajo constituye una primera contribuci ñ en la evaluaci ñ del nivel de desempe ño de una tarea tan compleja y multidimensional como es la acci ñ tutorial y supone un antecedente para futuros trabajos dirigidos a profundizar en las principales razones que subyacen a las opiniones de los tutores sobre este nivel de desempe ño Cuerpo de Profesores de Enseñanza Secundaria. Legislacion Canarias. E-book ,2002-03-15 *Gestión estratégica y recursos humanos en las cooperativas* Carlos Jesús Cano Guillén, José Céspedes Lorente, 2001 Las cooperativas se han configurado como un pilar b sico de la actividad empresarial en varias zonas de nuestra geograf ía Sin embargo se ha

tendido a considerarlas como entidades poco eficientes desde el punto de vista económico pese a que algunos aspectos de la filosofía y principios cooperativos coinciden con las tendencias recientes en gestión y dirección de empresas. En este texto se trata a las cooperativas como organizaciones empresariales que han de competir en sectores específicos bien con otras cooperativas o bien con empresas capitalistas. La aplicación de prácticas eficientes de recursos humanos en general y de compensación en particular es un requisito ineludible para sobrevivir en el mercado. Es claro que en las cooperativas coexisten objetivos sociales y objetivos económicos y esta es su principal señal de identidad. No obstante los objetivos económicos no pueden dejarse en un segundo plano. Sin el cumplimiento de los mismos la empresa carecería de los recursos necesarios para cumplir los objetivos sociales. El principal objetivo de este trabajo consiste en analizar las prácticas de recursos humanos en las cooperativas andaluzas y en particular los sistemas de retribución. Con ello se pretende por un lado ofrecer una descripción de la situación actual al objeto de identificar problemas que deben ser corregidos. Por otro lado se contrasta un modelo teórico que permite extraer algunas implicaciones que son relevantes para las empresas cooperativas en la medida en que se alumbran prácticas de recursos humanos que deberán ponerse en marcha para mejorar su rendimiento. La implantación de estas prácticas debe tomar en consideración los rasgos diferenciadores de la empresa cooperativa y las diferencias existentes entre las mismas. El trabajo concluye con las principales implicaciones de los estudios teórico y empírico que lo conforman así como una serie de recomendaciones dirigidas a orientar la aplicación de estrategias de recursos humanos y de compensación en el seno de las empresas cooperativas con la pretensión de que les permita mejorar su competitividad y el cumplimiento de sus objetivos.

Actas de simposio-taller Estrategias y herramientas para el aprendizaje y la evaluación (Jenui 2013) Badia Contelles, José Manuel, Barrachina Mir, Sergio, Marqués Andrés, María Mercedes, 2013-10-23. La obra presenta las contribuciones aceptadas en el simposio taller titulado Estrategias y herramientas para el aprendizaje y la evaluación que se celebra previamente a la XIX edición de las Jornadas sobre la Enseñanza Universitaria de la Informática. El simposio taller tiene lugar en la Universitat Jaume I de Castellón el 9 de julio de 2013. *La educación y el proceso autonómico. Volumen XI* Ministerio de Educación, 1997-04. **Capacitación Para Los Miembros De La Familia, Nivel I, June 2005**, 2008. *CAPITAN Y PRIMER OFICIAL (Curso modelo 7.01) (Edición de 1999)*, 2005.

OFICIAL ENCARGADO DE LA GUARDIA DE MAQUINAS (Curso modelo 7.04), Edición de 1999, 2004. Informe De Evaluación Del Proyecto 206 Del Programa De Cooperación Técnica De La OEA, **Informe de Evaluación Del Proyecto 206 Del Programa de Cooperación Técnica de la Oea**, **Recursos para atender a la diversidad en contextos educativos** RUBIO ROLDÁN María Julia, MARTÍN CUADRADO Ana María, CABRERIZO DIAGO Jesús, 2020-10-21. En la actualidad atender a la diversidad del alumnado de un centro es proporcionar una respuesta adecuada y personalizada de todos y cada uno de los alumnos del mismo en función de sus necesidades educativas y no solo de los que están adscritos a determinados programas. Esa atención se ha convertido en la esencia misma de la actividad docente por lo que conocer cuáles

son sus necesidades y dar respuesta a las mismas poniendo en práctica las medidas necesarias en cada caso es el reto más importante al que se enfrenta diariamente el profesorado. Esa es la razón que explica que uno de los documentos más importantes de un centro sea el Plan de atención a la diversidad ya que debe recoger el conjunto de medidas ordinarias y extraordinarias que el centro ha contemplado para atender a la diversidad de todos sus alumnos. Ante este enorme reto profesional, el centro educativo en general y cada profesor en particular deben saber qué hacer por qué deben hacerlo y cómo hacerlo. Por ello y en un intento de ayudar al profesorado, presentamos este libro que además de aportar algunos elementos teóricos indispensables proporciona al profesorado criterios, pautas y materiales para diseñar y abordar la respuesta educativa a la diversidad educativa de sus alumnos. En sus páginas los equipos directivos encontrarán modelos abiertos para organizar y diseñar la forma en que el centro atiende a la diversidad de su alumnado y los profesores materiales e instrumentos de gran utilidad para favorecer la personalización de los procesos educativos de sus alumnos.

Centro Agronómico Tropical de Investigación y Enseñanza (CATIE) Descripción de Cursos de Posgrado II Trimestre, Actas del II Congreso Internacional Sociedad Digital (Vol.1) Francisco García García, Manuel Gertrudix Barrio, Felipe Gertrudix Barrio, 2011

Español para Fines Específicos (EFE) / The Routledge Handbook of Spanish for Specific Purposes (SSP)

Barbara A. Lafford, Anita Ferreira Cabrera, Elisabet Arnó Macià, 2025-02-11

Español para Fines Específicos EFE The Routledge Handbook of Spanish for Specific Purposes SSP is the first handbook of its kind presenting up to date research in this growing sub-field within languages for specific purposes (LSP). Written in Spanish, this handbook brings together SSP scholars from across geographical regions to share perspectives on past, present and future currents in the field. The SSP topics include historical perspectives, Spanish for academic purposes, genre, discourse and corpus analysis for research and teaching, lexicography, translation studies, curricular design and assessment of skills and programs, integration of SSP into general Spanish courses, teaching intercultural competence, teaching Heritage and second language learners, pre-university education, use of technology, use of case study methodology, teacher education, experiential learning and research on SSP in a wide range of domains such as science and technology, healthcare, legal, military, business, tourism and the agricultural industry. This Handbook is ideal for those interested in the use of Spanish in educational and professional contexts and the teaching and learning of SSP. It also offers an excellent reference for students and scholars in Spanish Applied Linguistics and for instructors and researchers in Spanish for Specific Purposes.

Español para Fines Específicos EFE The Routledge Handbook of Spanish for Specific Purposes SSP es el primer manual de este tipo que presenta investigaciones actualizadas en este subcampo en auge dentro de las lenguas para fines específicos (LFE). Escrito en español, este manual reúne a académicos de EFE de distintas partes del mundo para compartir perspectivas sobre las corrientes pasadas, presentes y futuras en el campo. Los temas de EFE incluyen perspectivas históricas, español con fines académicos, análisis de género, discurso y corpus para fines investigativos y pedagógicos, lexicografía, traductología, traducción, diseño curricular y evaluación de habilidades y

programas integraci n de EFE en cursos generales de espa ol ense anza de la competencia intercultural ense anza de hablantes de herencia y aprendices de segundas lenguas educaci n preuniversitaria uso de tecnolog a uso del m todo del caso formaci n docente aprendizaje experiencial e investigaci n sobre EFE en una amplia gama de dominios como ciencia y tecnolog a salud mbito jur dico mbito militar negocios turismo y la industria agropecuaria Este manual es ideal para aquellos interesados en el uso del espa ol en contextos educativos y profesionales y en la ense anza y el aprendizaje de EFE Adem s ofrece una excelente referencia para estudiantes y acad micos en ling stica aplicada del espa ol y para instructores e investigadores en espa ol para fines espec ficos

Evaluaci n del aprendizaje en educaci n no formal Jos e Luis Pulgar Burgos, 2023-05-22 Este libro aporta elementos ideas y herramientas para mejorar el dise o de la evaluaci n del aprendizaje en acciones formativas de educaci n no formal Presenta una propuesta basada en 40 t cnicas tiles para evaluar los diferentes contenidos del aprendizaje conceptos procedimientos y actitudes de las que se desarrollan 18 en formato ficha adem s de otra serie de t cnicas y recomendaciones para la mejora de los procesos de ense anza aprendizaje Todas ellas se caracterizan por ser muy creativas y metodol gicamente participativas y din micas

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