

Literatura 4 Saberes Clave Santillana

Images of Women in Hispanic Culture
Psicología del desarrollo
La evaluación educativa: análisis de sus prácticas
Universidad, Formación y Compromiso social
La inquietud al servicio de la educación
Conexiones digitales: las tecnologías como puentes de aprendizaje
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Obras Completas
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this book studies the ways traditional polarized images of women have been used and challenged in the hispanic world especially during the 20th century and the beginning of the 21st century by writers and the media but also in earlier time periods the chapters analyze the image of women in specific political periods such as francoism or the kirchners administration stereotypes of women in films in mexico and chile and the representation of women in textbooks among other topics contributions also show how two women writers in the 17th and the 19th centuries viewed the role of women in their society

este libro es parte de la colección e libro en biblioboard

esta colección corresponde a un interés por difundir los resultados de la investigación de los integrantes del programa de posgrado de pedagogía de la unam este programa con carácter interinstitucional se conforma con los estudiantes docentes e investigadores de pedagogía de la facultad de filosofía y letras ffl el

instituto de investigaciones sobre la universidad y la educaci3n iisue la facultad de estudios profesionales de arag3n fes arag3n y la facultad de estudios profesionales de acatl3n fes acatl3n todos ellos pertenecientes a la unam y que participan de los planes y programas de formaci3n en la maestr3a y el doctorado en pedagog3a las diferentes instancias que integran nuestro programa son un reflejo de la pluralidad institucional y de la diversidad de trabajos que pretendemos incluir en la colecci3n la evaluaci3n educativa an3lisis de sus pr3cticas muestra un conjunto de trabajos que tiene el com3n denominador de estudiar la evaluaci3n en sus distintas modalidades y prop3sitos incursiona en diversos empleos de la evaluaci3n educativa contempor3nea que se ha diversificado y est3 cada d3a tomando m3s fuerza en la orientaci3n de las acciones cotidianas de las instituciones la intenci3n primordial al compartirlos con los lectores es la de contribuir a la reflexi3n y debate de las pr3cticas de evaluaci3n y con ello avanzar en la compresi3n de tan compleja

en la inquietud al servicio de la educaci3n un equipo de educadores sociales ha querido dar cuenta de las pr3cticas de un marco institucional concreto de protecci3n a la infancia la residencia infantil norai un centro residencial de acci3n educativa crae encargado durante quince a3os de la atenci3n y la educaci3n de ni3os fruto de esta labor ha surgido la voluntad de preguntar y preguntarse por los efectos educativos y sociales de las pr3cticas de preocuparse y ocuparse de la reflexi3n pedag3gica continuada y de construir un modelo de trabajo educativo que haga posible armonizar los intereses particulares del sujeto con la exigencia social de cada momento as3 este texto intenta profundizar en algunas de las cuestiones principales de la educaci3n en el marco de la atenci3n residencial las relaciones teor3a pr3ctica el v3nculo educativo las 3reas de trabajo los encuentros con otras disciplinas la norma el trabajo con las familias el proyecto educativo individualizado el proyecto educativo de centro con el objetivo de exponerlas y reflexionar sobre ellas as3 como de mostrar qu3 es posible hacer en lo que respecta a la invenci3n y la innovaci3n desde de una mirada pedag3gica este trayecto ha supuesto por tanto someter a an3lisis las pr3cticas a ponerlas en duda pero tambi3n a hacerlas nuestras y otorgarles un valor pedag3gico y social por consiguiente la descripci3n de las actividades de la residencia infantil norai posee el valor de la experiencia educativa que apuesta por el ni3o como sujeto de la educaci3n

hacia d3nde va la ense3anza de la historia en el nivel secundario c3mo la afectan los cambios educativos y curriculares c3mo dialoga con las transformaciones de la cultura contempor3nea c3mo se vincula con los saberes ya investigados y divulgados qu3 referencias representaciones y narrativas amalgama qu3 c3mo con qu3 y para qu3 se ense3aba en el pasado qu3 c3mo con qu3 y para qu3 se ense3a hoy estas preguntas guiaron una investigaci3n colectiva que se propuso analizar e interpretar los contenidos las actividades los materiales y las evaluaciones de la historia como disciplina escolar a trav3s de estudios tem3ticos y transversales con mirada diacr3nica y utilizando fuentes normativas pedag3gicas did3cticas y escolares los trabajos reunidos en este libro ponen de manifiesto las transformaciones producidas en la ense3anza de la historia en el nivel medio durante los 3ltimos y primeros cuarenta a3os de democracia ininterrumpida en la argentina

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