

Etica Bachillerato Santillana

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how can history education equip students to understand and confront the economic crises of yesterday and tomorrow since the beginning of the 21st century the economic consequences of the debt crises of 2007 and 2008 of the covid 19 pandemic and of russia's war of aggression against ukraine have continuously challenged the livelihood of many families in europe and around the world understanding economic crises from a historical perspective enables students to better respond to present and future experiences of such crises the mission of the observatory on history teaching in europe ohte is to provide a clear picture of the state of history teaching in its member states this is done through ohte general reports on the state of history teaching in europe and ohte thematic reports which explore particular areas of interest and how they are treated in history lessons the second thematic report of the ohte investigates the extent and the ways in which learners are being prepared to understand and cope with such crises through history education in the public schooling systems of ohte's 17 member states it combines curriculum and textbook analysis with an explorative study of teachers' experiences and summarises its most significant conclusions into 10 key findings listed in the introductory chapter

during an armed conflict or period of gross human rights violations the first priority is a cessation of violence for the cease fire to be more than a lull in hostilities and atrocities however it must be accompanied by a plan for political transition and social reconstruction essential to this long term reconciliation process is education reform that teaches future generations information repressed under dictatorial regimes and offers new representations of former enemies in teaching the violent past cole has gathered nine case studies exploring the use of history education to promote tolerance inclusiveness and critical thinking in nations around the world online book companion is available at ccea.org resources for educators and students teaching the violent past [index.html](#)

el període més conflictiu i dramàtic de la història espanyola del segle xx és sens dubte el de la guerra civil i el de la dictadura franquista pel que es converteix en un dels temes més delicats a l'hora de tractar-lo en els manuals d'història en aquest estudi s'analitza la forma en que els manuals d'història en el franquisme en la transició democràtica i en la més recent actualitat han tractat i tracten el període comprès entre 1931 i 1975 la investigació analitza la forma i el grau que els programes i manuals escolars d'història d'educació secundària han contribuït a l'enfortiment de les conviccions democràtiques dels joves i a la generació d'una reconciliació viable amb el complex i dramàtic passat espanyol respecte dels seus moments més difícils i controvertits la guerra civil i el període franquista

en el seno del departamento de historia de la educación y educación comparada de la uned se lleva a cabo desde 1992 una amplia investigación sobre los manuales escolares de los siglos xix y xx proyecto manes proyecto de carácter interdisciplinar e interuniversitario en el que colaboran investigadores de diversas universidades e instituciones españolas europeas y latinoamericanas en la actualidad este grupo de investigación está integrado en el centro de investigación manes fruto del trabajo de todos estos años son los diversos títulos que han visto la luz en esta colección la obra enseñar historia al margen de los cuerpos el cuerpo y sus metáforas en la historiografía escolar española desde el siglo xix a la actualidad se pregunta por las razones de la débil presencia que ha tenido y tiene el cuerpo en la enseñanza de la historia en españa a pesar de que el cuerpo es lo que permite al ser humano relacionarse con el mundo construir la civilización y que la piel es el lugar más indicado para leer las huellas casi siempre dolorosas de la historia esta pregunta halla una doble respuesta argumentos antiguos como el desprecio de la mentalidad católica por el cuerpo imperante durante decenios en el sistema educativo o el tradicional protagonismo de las grandes metáforas que aniquilan los cuerpos reales el cuerpo místico de cristo la iglesia que favorece el olvido de las víctimas de la intransigencia religiosa el cuerpo social en cuyo nombre se olvidan los cuerpos que trabajan el cuerpo nacional que siempre procura el olvido de los muertos en su nombre y argumentos nuevos el pudor moderno que tiende a esconder y escamotear los cuerpos o el pensamiento

técnico que tiende a justificar la explotación de los cuerpos en nombre del progreso la conclusión es obvia sólo confiriendo al cuerpo la dignidad que merece es posible humanizar la historia

un libro que llega a tiempo género coeducación he aquí dos conceptos con los que muchas maestras y profesoras llevamos años trabajando pensando imaginando para proponer un conjunto de cambios fundamentales en la educación para hacerla realmente igualitaria entre niños y niñas entre chicas y chicos a menudo hemos oído pero por qué la educación ya es igualitaria ya van a las mismas escuelas las chicas tienen mejores notas comentarios bien intencionados pero mal informados porque nosotras sabemos que la educación sigue siendo sesgada pensada para los chicos portadora y transmisora de unos géneros estereotipados que perpetúan y naturalizan diferencias y desigualdades entre hombres y mujeres ha llegado el momento de cambiar sistemáticamente la educación por suerte no partimos de cero el trabajo callado de tantos años ha permitido analizar el cómo y por qué se produce la transmisión de los géneros y ha permitido también crear modelos de acción para introducir y evaluar los cambios es ya una larga historia el diagnóstico está hecho por lo menos en gran parte las soluciones están pensadas sólo falta aplicarlas profusamente todo ello está en el libro de carmen heredero que lleva años dedicándose a estudiar la coeducación conoce a fondo el largo trayecto que fue necesario para que las españolas saliéramos de la ignorancia los avances y retrocesos las leyes que puntuaron este camino la situación actual todo ello nos trae carmen ya ordenado madurado pensado listo para pasar a la acción un libro luminoso que llega a tiempo cuando por fin parece posible avanzar decididamente hacia una educación igualitaria cuando más se necesita saber cómo actuar qué hacer en qué dirección movernos un libro para nuevos tiempos de la educación en los que las mujeres no seamos ya las convidadas de piedra en el conocimiento y en la cultura

este libro estudia la potencialidad de los mitos que discurren en los manuales escolares de historia del periodo 1936 1975 y su incidencia en la legitimación del orden social la presencia constante de ciertas identidades españa hispanidad occidente europa y las relaciones del régimen de franco con la iglesia en esta

legitimación global convergen las ideologías particulares que sustentaron este régimen falangismo carlismo militarismo pensamiento eclesial monarquismo tecnocracia

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