

Historia Mundo Contemporaneo 1 Bachillerato Vicens Vives

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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

comment l enseignement de l histoire peut il préparer les élèves à comprendre et affronter les crises économiques d hier et de demain depuis le début du xxie siècle les conséquences économiques des crises de la dette de 2007 et 2008 de la pandémie de covid 19 et de la guerre d agression de la russie contre l ukraine ont continuellement remis en question les moyens de subsistance de nombreuses familles en europe et dans le monde comprendre les crises économiques d un point de vue historique permet aux élèves de mieux répondre aux expériences présentes et futures de telles crises la mission de l observatoire de l enseignement de l histoire en

l'Europe a-t-elle été de fournir une image claire de l'état de l'enseignement de l'histoire dans ses États membres cela se fait par le biais des rapports généraux de l'Europe sur l'état de l'enseignement de l'histoire en Europe et des rapports thématiques de l'Europe qui explorent des domaines d'intérêt particuliers et la manière dont ils sont traités dans les cours d'histoire le deuxième rapport thématique de l'Europe étudie dans quelle mesure et de quelle manière les élèves sont préparés à comprendre et à faire face à ces crises par le biais de l'enseignement de l'histoire dans les systèmes scolaires publics des 17 États membres de l'Europe il combine l'analyse des programmes et des manuels scolaires avec une enquête exploratoire du point de vue pratique des professeurs en utilisant à la fois des méthodes quantitatives et qualitatives et résume les 10 conclusions les plus significatives énumérées dans le chapitre d'introduction

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

this volume functions as a guide to the multidisciplinary nature of forensic linguistics understood in its broadest sense as the interface between language and the law it seeks to address the links in this relatively young field between theory method and data without neglecting the need for new research questions in the field perhaps the most striking feature of this collection is its range strikingly illustrating the multi dimensionality of forensic linguistics all of the contributions share a preoccupation with the painstaking linguistic work involved using and interpreting data in a restrained and reasoned way

includes entries for maps and atlases

beginning with the restoration of the Bourbon monarchy in 1875 and ending with the death of General Francisco Franco in 1975 this book explores the intersection of education and nationalism in Spain based on a broad range of archival and published sources including parliamentary and ministerial records pedagogical treatises and journals teachers manuals memoirs and a sample of over two hundred primary and secondary school textbooks the study examines ideological and political conflict among groups of elites seeking to shape popular understanding of national history and identity through the schools both public and private a burgeoning literature on European nationalisms has posited that educational systems in general and an instrumentalized version of national history in particular have contributed decisively to the articulation and transmission of nationalist ideologies the Spanish case reveals a different dynamic in Spain a chronically weak state a divided and largely undemocratic political class and an increasingly polarized social and political climate impeded the construction of an effective system of national education and the emergence of a consensus on the shape and meaning of the Spanish national past this in turn contributed to one of the most striking features of modern Spanish political and cultural life the absence of a strong sense of Spanish as opposed to local or regional identity scholars with interests in modern European cultural politics processes of state consolidation nationalism and the

history of education will find this book essential reading

jornada sobre la història de la ciència i l'ensenyament antoni quintana i marí 15a 2017 barcelona catalunya

famines and the making of heritage is the first book to bring together groundbreaking research on the role of european famines in the nineteenth and twentieth centuries in relation to heritage making museology commemoration education and monument creation featuring contributions from famine experts across europe and north america the volume adopts a pioneering transnational perspective and discusses issues such as contestable and repressed heritage materiality dark tourism education on famines oral history multidirectional memory and visceral empathy questioning why educational curricula and practices in schools and on heritage sites are region or nation oriented or transnational chapters also consider whether they emphasise conflict or mutual understanding contributions also consider how present issues of european concern such as globalisation commodification human rights poverty and migration intersect with the heritage and memory of modern european famines lastly the book considers what role emigrant and diasporic communities within and outside europe play in the development of famine heritage and educational practices and whether famine heritage is accessible to them famines and the making of heritage provides a crucial resource for museum and heritage scholars students and professionals working on or with difficult or dark heritages as well as those interested in the study of famines and legacies of troubled pasts

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