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Construyendo el cambio Antonio Bolívar Botía, 2000

Evaluacion para la mejora de los centros docentes Vicente Ferreres Pavía, 2006 En esta obra se realiza un exhaustivo análisis científico-técnico de la evaluación en educación: desde el análisis histórico y conceptual, hasta un pormenorizado comentario de los estándares de evaluación, pasando por los criterios, principios y elementos que conforman la evaluación educativa. También se analizan y proponen pautas de actuación en los diferentes campos de aplicación de la evaluación: en las instituciones, en el profesorado, en el alumnado y en el marco global de la calidad de la educación.

Teoría del Curriculum: JOSE MARÍA RUIZ, 2020-11-01 Este libro, pretende atender a las exigencias de una práctica educativa compleja, que responda a situaciones educativas diferentes. La didáctica es una disciplina que ayuda a sentar las bases teóricas en los futuros licenciados en pedagogía y psicopedagogía, para conocer su práctica educativa. La didáctica asume como objeto propio, el estudio de su construcción científica, el análisis de los procesos de enseñanza/aprendizaje. Este libro pretende ofrecer una actualización de la Teoría del Curriculum como base para un diseño y desarrollo curricular en formación integral del alumnado en pedagogía y psicopedagogía. Por otro lado, presenta orientaciones teóricas para diseñar programas y métodos de enseñanzas concretas

Revista de educación no 356. Mejorar la escuela: perspectivas didácticas y organizativas ,

Un enfoque interdisciplinar en la formación de los maestros Irene Gutiérrez Ruiz, Ana Rodríguez Marcos, Antonio Medina Rivilla, 1994-11-04 ¿Cómo formar el tipo de profesor que exige la puesta en marcha de la reforma educativa tal como la propone la LOGSE? ¿Cómo hacer de él un profesional reflexivo e investigador? La experiencia demuestra que cuando los conocimientos se imparten a los futuros maestros/as en forma de materias desligadas unas de otras, los estudiantes se limitan a juxtaponer en compartimentos aislados los aprendizajes realizados en cada una de ellas; no los integran de una manera que sea significativa para la construcción de su propio conocimiento. Es necesario, por tanto, enseñarles del modo más integrado posible aquello que les prepara a su práctica docente. Este libro, escrito por experimentados formadores del profesorado y especialmente dirigido a profesores de Didáctica General, ofrece un planteamiento práctico para poner en

marcha la interdisciplinariedad en la preparación de los maestros. Dedicar la primera parte a establecer una síntesis de los modelos generales de esta formación; examina las tendencias actuales, presenta una alternativa y delimita el papel de la Didáctica General en este enfoque interdisciplinar desde una visión de las Ciencias de la Educación consideradas como sistema. La segunda parte de la obra es una propuesta para debate a través de textos acerca del modelo didáctico, objetivos, contenidos, metodología, actividades de integración de teoría y práctica, evaluación. Se completa con una abundante bibliografía.

Didáctica e innovación curricular Araceli Estebaranz García, 1999 Se abordan los grandes temas y las diferentes perspectivas de análisis en torno a los estudios sobre Didáctica y el Curriculum.

Curso de didáctica general (2ª ed.) Heredia Manrique, Alfonso, 2007-10-16 La intención que persigue esta obra es ayudar a los alumnos que inician estudios en el campo de la Educación para tener una primera estructura conceptual y temática de la disciplina. El contenido se desarrolla de manera clara y sencilla, descartando cuestiones problemáticas y prescindiendo de planteamientos novedosos. El texto se divide en tres partes: 1) fundamentación epistemológica, ámbito de la didáctica general e investigación educativa; 2) estudio y planificación del currículum; 3) formación del profesorado.

Didáctica general Joan Mallart Navarra, Núria Rajadell Puiggròs, Gunter L. Huber, Pedro García González, María Medina Domínguez, José-Miguel Jiménez González, Ángel-Pío González Soto, Manuel Fandos Garrido, María Luz Cacheiro González, María Luisa Sevillano García, Mª Concepción Medina Domínguez, 2016-10-09 La Didáctica General es un saber fundamental para los profesionales de la educación, quienes han de conocer qué es esta disciplina, qué papel tiene y qué aporta a la ciencia de la educación. Este libro pretende ofrecer a los lectores y, singularmente a los estudiantes y profesionales ligados a los proyectos formativos, las concepciones y visiones adecuadas para la solución de las situaciones complejas en las instituciones formativas y en los programas educativos orientados a la formación de personas adultas, comunidades y heurísticos que transformen y mejoren la interacción didáctica hacia una línea de empatía, colaboración y confianza entre los participantes y las instituciones formativas. La tercera unidad se centra en el análisis de la práctica educativa y en el diseño de los modelos de formación más pertinentes para el desempeño profesional, seleccionando las tareas y medios que mejor contribuyan a la calidad de los procesos educativos y a la consecuente realización de buenas prácticas. Estimamos que se le ofrece una oportunidad para plantearse con rigor las competencias y actuaciones que ha de asumir como profesional de la educación, proporcionándole recursos que consolidan el marco del saber didáctico y que abren nuevas líneas para comprender los procesos de enseñanza-aprendizaje en contextos formales y no formales que susciten las reflexiones que mejor anticipen la toma de postura hacia las diversas perspectivas y modelos didácticos. En definitiva, esperamos que todo ello pueda contribuir a la construcción de un discurso educativo coherente, que implique a cuantas personas deseen colaborar en el diseño y desarrollo de programas para la mejora de las comunidades y las tareas educativas.

Confiamos que el estudio y análisis de la misma le sitúe en una actitud reflexiva hacia el saber y la práctica didáctica y le propicie la construcción de modelos que transformen el proceso de enseñanza-aprendizaje en un escenario de originalidad e indagación a partir del cual elaborar un discurso propio, generar relaciones sociales empáticas, sintetizar el saber académico y presentarlo con el apoyo de los códigos comunicativos pertinentes, alcanzando la armonía emocional más adecuada en la complejidad e incertidumbre de esta sociedad abierta. El conocimiento de los núcleos básicos del libro le puede llevar a autoanalizar su nivel de logro del saber didáctico y a valorar por qué decidió dedicarse a la profesión de la educación y por qué desea mejorar los procesos formativos y, singularmente, el de enseñanza-aprendizaje. Este trabajo es la colaboración de un grupo de docentes en estrecha interacción que pretenden profundizar en el sentido y transformación del proceso de enseñanza- aprendizaje y su ligazón con su propia historia profesional, aportando una extensa e intensa experiencia formativa con una potente línea de investigación en la búsqueda de modelos, métodos y estilos de vivir la práctica educativa. La didáctica ha aportado el compromiso con el arte de pensar y de tomar decisiones creativas para que cada acto educativo sea una situación de gozo y participación intelectual y emocional al servicio de educadores-educadoras y de cuantos participan en la mejora de los procesos formativos para adquirir un nuevo estilo de reflexión y de transformación. El diseño de este libro pretende ser un modelo de organización de saberes, tareas y formas de aprender a enseñar, proporcionando criterios adecuados para conocer qué decisiones son pertinentes para mejorar tales procesos educativos y adquirir el dominio de las competencias genéricas y profesionales que han de alcanzar los titulados en educación.

Manual de educación física adaptada al alumno con discapacidad Mercedes Ríos Hernández, 2012-07-11 La presente obra ofrece un marco teórico-práctico de la Educación Física y su adaptación al alumnado con Necesidades Educativas Especiales, concretamente referidas a las derivadas de déficit físico, intelectuales o motores. El contenido se divide en dos grandes bloques. En el primero se recogen, en forma de manual, las bases teóricas sobre las tres áreas de conocimientos que interactúan en la didáctica de la Educación Física y el alumnado con discapacidad: la Educación Física, la Educación Especial y la Didáctica. La segunda parte se dedica a la intervención educativa desde la escuela referida concretamente a la Educación Física y a la atención del alumnado con discapacidad. Las orientaciones didácticas que se proponen en el libro no son un recetario, sino una guía para orientar el trabajo docente, ya sea tanto en la escuela ordinaria como en la especial, con el propósito de que el alumno con discapacidad pueda tomar parte activa en la sesión de Educación Física.

La investigación curricular en México ,2003

Acta sociológica ,1997

Formación de formadores. Tomo 1. escenario aula FANDOS GARRIDO, MANUEL, GIMENEZ MARIN, VICENTE, GONZALEZ SOTO, ANGEL PIO, JIMENEZ GONZALEZ, JOSE MIGUEL, JURADO DE LOS SANTOS , PEDRO, NAVIO GAMEZ, ANTONIO, RUIZ BUENO, CARMEN, TEJADA FERNANDEZ, JOSE, 2007-01-01 La obra completa consta de 20

capítulos. Todos ellos, se han consolidado a través de su contraste en la propia práctica de formación de formadores. Los mismos no deben considerarse como un sumatorio más de contenidos de formación, sino que responde a una estructura interna que se caracteriza por considerar el contexto de actuación profesional, en consonancia con el propio modelo de formación de formadores que propiciamos. Esto da pie a una selección de contenidos que en el momento de la formación inicial se originan en el contexto mediato del aula (Tomo I), para posteriormente desde la práctica de la formación abrirse a contextos más amplios (institución de formación o centro del trabajo, según sea el caso) (Tomo II).

Diseño, desarrollo e innovación del currículum en las instituciones educativas ,2003

Conceptos básicos de las reformas educativas iberoamericanas Eloisa Diez López, Martiniano Román Pérez, 2001

La formación docente Universidad Nacional Autónoma de México. Centro de Investigaciones y Servicios Educativos, 1996

Nuevos paradigmas, compromisos renovados Beatriz Calvo, Gabriela Delgado Ballesteros, Mario Rueda Beltrán, 1998

LEV ,1999

Libros españoles ,1979

RCES ,2005

Libros españoles en venta ,1998

De La Torre S 1993 Didctica Y Currulo Madrid Dykinson Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has be evident than ever. They have the capability to inspire, provoke, and ignite change. Such could be the essence of the book **De La Torre S 1993 Didctica Y Currulo Madrid Dykinson**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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De La Torre S 1993 Didctica Y Currulo Madrid Dykinson Introduction

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