

Comprensión Lectora Galego Pdf

José María Romero Rodríguez, María Pilar Cáceres Reche, Magdalena Ramos Navas-Parejo, Juan Carlos de la Cruz Campos

Tic - Innovación - Educación Daniel Desiderio Borrego Gómez, Noel Ruíz Olivares, Jesus Roberto García Sandoval, Daniel Cantú Cervantes, 2018-10-23 En la actualidad, los procesos de enseñanza-aprendizaje se componen cada vez más del trinomio: educación-innovación-TIC, lo que ha implicado grandes retos, pero también extraordinarias oportunidades para las personas que en el proceso intervienen, como los profesores, estudiantes, autoridades institucionales, gobiernos, organismos nacionales e internacionales y demás involucrados. Por lo anterior, esta obra recopila estudios, aportes y reflexiones de investigadores, en su mayoría profesores de instituciones de educación media superior y superior, sobre la incorporación de diferentes tecnologías en los procesos de enseñanza-aprendizaje, desde enfoques innovadores que buscan enriquecer favorablemente los procesos en el ámbito de la educación en las modalidades presenciales y a distancia, haciendo uso de las tecnologías de la información y teniendo presente la calidad educativa. Temáticas como la sociedad de la información, sociedad del conocimiento, herramientas virtuales, el saber ser, motivación de los estudiantes, desarrollo de estrategias de aprendizaje, la neurociencia, cátedra y aprendizaje de la paz, el software educativo, MOOC, herramientas Web 2.0, la modalidad virtual, el m-learning, el trabajo colegiado, la evaluación educativa y algunas experiencias particulares de proyectos en instituciones educativas, pueden ser revisados y estudiados a detalle con la lectura del contenido de esta obra.

Análisis y herramientas coeducativas: respuestas con perspectiva de género a los retos contemporáneos Laura Alonso Martínez, Irati Amunarriz-Iruretagoiena, Asier Arcos-Alonso, Laura Armas Junco, Maitane Arnoso Martínez, Yanahina Bazan Taboada, Maialen Beltran-Arreche, Sara Calvo Gómez, Fernanda Cándida Estéves, Ruth Cayero Alcorta, Andrea Delgado-Castro, Virginia Díaz Gorriti, María Dosil-Santamaria, Amaia Eiguren Munitis, Olaia Eizagirre Sagastibeltza, María del Carmen Estévez-Moreira, Leire Etxezarraga Estankona, Patricia Fernández Rotaeché, Uxue Fernández-Lasa, Judit Fullana Noell, Elisabet García Peral, María García-Álvarez, Amaia García-Azpuru, Miriam González Afonso, Nancy Socorro González Olivares, María José Ibáñez Ayuso, Nahia Idoiaga Mondragon, Joana Jaureguizar Albóniga Mayor, Loreto Laín-Pérez, Izarra Iuvangu Sedano, Peio Manterola-Pavo, Jon Martin-Etxebeste, Laura Martínez Gutiérrez, Vicente Monleón Oliva, Naiara Ozamiz Etxebarria, Maria Pallisera Díaz, Maitane Picaza Gorrotxategi, Anna Planas-Lladó, Martha Viridiana Regules Mejía, 2023-03-01

Hoy en día la sociedad está teniendo que adaptarse a nuevas realidades que se convierten en nuevos retos que la inclusión social y educativa debe enfrentar, ya que buscan superar barreras existentes para crear competencias necesarias en aras de una participación comunitaria plena y empoderada. En este libro se abordan dos retos: construir una inclusión social y educativa basada en el feminismo y trabajar perspectivas inclusivas en tiempos de pandemia.

Investigación educativa ante los actuales retos migratorios José María Romero Rodríguez, María Pilar Cáceres Reche, Magdalena Ramos Navas-Parejo, Juan Carlos de la Cruz Campos, 2021-12-31 Uno de los objetivos que se pretende con esta obra es que los investigadores y educadores se mantengan al tanto de la literatura transcendent en el campo de las experiencias e investigaciones en contextos educativos, tanto en general como en relación con sus áreas particulares de interés, más allá de las revisiones sistemáticas y metanálisis. La obra que se presenta aquí puede ayudar a los educadores e investigadores a comprender las áreas de interés relativas relacionadas con diferentes aspectos de la evaluación e investigación de tecnologías de aprendizaje (por ejemplo, aprendizaje, comportamiento, aspectos afectivos, etc.). También puede ser útil para saber qué hallazgos clave han surgido a través de varias revisiones sistemáticas de la literatura sobre investigaciones en contextos educativo, de modo que podamos contribuir a desarrollar una comprensión de los temas y problemas que parecen trascender los diferentes contextos, así como aquellos aspectos del uso de las nuevas experiencias educativas vinculadas con las tecnologías emergentes. Finalmente, con las exposiciones de contenidos transversales los autores pueden proponer nuevas líneas de investigación que ayuden a resaltar los problemas educativos de nuestra cambiante sociedad. Por ejemplo, se pueden proponer áreas disciplinarias en las que sería útil tener más evaluación e investigación de tecnologías de aprendizaje o aspectos de la evaluación de tecnologías de aprendizaje (aprendizaje, comportamiento, elementos afectivos, etc.) que se revisan con menos frecuencia en niveles particulares de educación o cómo mejorar la calidad de las futuras experiencias educativas.

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