

# Contextualizar La Practica Docente

## AW Chickering

**Formación Integral y en Contexto** Guillermo Londoño Orozco, 2013-02-01 El diseño, la puesta en marcha y la evaluación de las distintas experiencias descritas en este libro representan saber pedagógico reflexionado y puesto al servicio del que hacer docente en la comunidad universitaria. En este sentido cuando logramos identificar experiencias de profesores cobra importancia su visibilización y reconocimiento, esto es, el testimonio de maestros que, gracias a la reflexión de su propio ejercicio docente, nos permiten explorar diversas prácticas que valoran la educación activa, el aprender haciendo y el acercar a los estudiantes a problemas reales de su objetivo de estudio o de grupos sociales vulnerables. En ello podemos constatar el valor de prestar atención al acercamiento a las realidades del campo de formación, el énfasis particular en la sensibilidad por lo social y a ejercicios específicos encaminados a fortalecer el desarrollo integral de los estudiantes. Tales elementos característicos reflejan una clara exigencia para las instituciones educativas.

**Horizontes en la práctica docente. Complejidad, TIC y mediación educativa** Genaro Aguirre Aguilar, 2020-10-02 Pensar la docencia desde la complejidad educativa. Esta obra reúne una serie de capítulos en los que se abordan temáticas relacionadas con la educación superior desde una mirada académica, destacándose como premisas el pensamiento complejo, las TIC, así como el trabajo estratégico que desempeña el docente como facilitador de procesos de enseñanza y aprendizaje a nivel universitario. Para ello, se toma como contexto la llamada «sociedad de la información y el conocimiento», en donde se ha definido una nueva ordenanza global que deviene en marco de referencia para entender los procesos de transformación que se les requieren a las universidades, en términos de políticas educativas, para la innovación de su currículo, los modelos educativos, como la transformación de las prácticas pedagógicas de sus académicos. La obra integra una serie de textos en donde se analiza el fenómeno educativo, con énfasis en el papel que juegan los docentes en la configuración de ambientes educativos que contribuyan al aprendizaje de sus estudiantes, para lo cual se proponen tres capítulos: «Perspectivas en la educación y el pensamiento complejo», «Comunicación, diversidad y mediación educativa» y «Sujetos de la educación y ámbitos emergentes para la enseñanza». Cada uno de los cuales se compone de textos que, en lo particular, abordan temáticas que permiten ampliar el horizonte desde el cual pueden verse comprendidas problemáticas que caracterizan a la educación contemporánea en el nivel superior.

**Desarrollo Profesional Docente con horizonte 2021** Laura Vaccarini, 2021-08-03 Desarrollo Profesional Docente

muestra un recorrido pedagógico a partir de la escritura y la expresión artística de la portada. Las narrativas y los relatos 2020, representan formas de pensamiento, que invitan a reflexionar, crear significado para pensar en una escuela en y post-pandemia, denominada híbrida, mixta, bimodal... El horizonte 2021, resignifica el pasado para vivir un presente que nos interpela a reflexionar sobre qué sujeto en formación queremos acompañar. Guiar al estudiante hacia el aprendizaje, desde nuestro rol profesional e intelectual reflexivo. Docente investigador, explorador, maestro comunitario, mentor, curador, empático, improntador de emociones, repartidor de oportunidades, docente compositor... La autora desde la perspectiva de educadora mentora, apela a extrapolar las experiencias vividas, capitalizando los aprendizajes individuales y colectivos, con el propósito de favorecer el desarrollo de un sujeto capaz de leer(se), experimentar(se) y transformar(se) el entorno.

*Desafíos de investigación educativa durante la pandemia Covid19* José María Romero Rodríguez, Inmaculada Aznar Díaz, 2022-01-20 Recientemente, la pandemia sufrida a nivel mundial provocada por la COVID-19 ha desembocado en la aparición y, en consecuencia, solución de numerosos retos derivados por esta enfermedad que ha afectado a todos los seres humanos en todos y cada uno de los aspectos de sus vidas. En base a ello, se ha confeccionado esta obra que recoge las diferentes formas y actuaciones en las que la comunidad educativa y científica han abordado las dificultades y novedades que en estos últimos meses han afectado a toda la educación de manera global.

*Educación Superior y vida académica* Alicia Rivera, Miguel Zabalza, 2023-12-19 Estamos de acuerdo, la pandemia ya pasó, ya la sufrimos, la peleamos y hasta es posible que la hayamos vencido, de momento. Como sucede con los malos recuerdos todos queremos olvidarlos pronto y comenzar una nueva etapa. Los editores ya no quieren más textos en los que figure la palabra pandemia. La gente ya no compra sombras y temores. Estamos al otro lado del túnel. Es hora de recuperar los proyectos que quedaron inconclusos, de mirar con sosiego el futuro, de alegrarnos por nuestra capacidad de resiliencia. De todas formas, un borrado total de la experiencia vivida resulta imposible. Una cosa es no mantenerse en el quejido permanente y otra, bien diferente, olvidarse de la experiencia ocultándola en un paréntesis entre el antes y el después. ¿No sería eso contradictorio con la relevancia que la nueva pedagogía pretende dar a la reflexión, a la toma en consideración del contexto, a la importancia de formarse y conocer para hacerse competente en gestionar nuestra propia vida y el bienestar común? En la Educación Superior todos (profesores, estudiantes y personal de administración y servicios) hemos vivido intensamente estos años de incertidumbre y contingencia. Nos pusimos el traje de supervivientes e hicimos lo que pudimos y sabíamos hacer. Pas mal! Luego el panorama mejoró, recuperamos el ánimo y volvimos al espíritu de siempre. Y, mal que nos pese, a los temas de siempre: la calidad, el aprendizaje, la evaluación. La docencia y la profesión docente se mueven siempre en torno a unos ejes que son permanentes: ¿cómo convertimos lo que hacemos y lo que nos pasa en experiencia reflexionada (conversada, como señala uno de los autores de este libro)? ¿Cómo acompañamos a nuestros estudiantes en su proceso formativo tanto en el grado como en el postgrado? ¿Cómo le hacemos para convertir las experiencias académicas, suyas y

nuestras, en conocimiento y el conocimiento en compromiso? De eso va este libro: una reflexión a varias manos sobre la Educación Superior en estos tiempos complejos y ricos que nos ha tocado vivir.

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

Participación educativa. Revista del Consejo Escolar del Estado. Segunda época. Vol. 3 / N° 5 / 2014. Conocimiento, políticas y prácticas educativas ,

*Documento estratégico para la innovación en la educación superior* Universidad Pedagógica Nacional (México),Asociación Nacional de Universidades e Instituciones de Educación Superior,2004

*Educación en Ciencias Naturales* Adriana Piedad García Herrera,Alma Adriana Gómez Galindo,Claudia Patricia Orjuela Osorio,Geilsa Costa Santos Baptista,Leonardo Abella,Marisol Uribe Pérez,Quira Alejandra Sanabria,Soély Michelly Maia Borges,Susana Abella,Tatiana Iveth Salazar López,2023-06-01 El texto expone marcos epistemológicos, pedagógicos y didácticos con relación a la enseñanza y aprendizaje de las ciencias naturales, con el propósito de considerar nuevas posibilidades de campos teóricos y prácticos en las disciplinas que la conforman, que se orienten a aportar, nutrir y analizar su pertinencia en el desarrollo de nuevas miradas para pensar la enseñanza y aprendizaje de las ciencias naturales y sus factores asociados en diferentes niveles educativos. Las experiencias investigativas descritas en cada uno de los capítulos invitan a reflexionar, caracterizar y explorar iniciativas de enseñanza y aprendizaje de las ciencias naturales que pueden ser innovadoras y pensadas desde prácticas y escenarios culturalmente diversos. Estamos seguros de que su lectura analítica es una oportunidad y un espacio para seguir analizando y debatiendo sobre el papel de la educación en ciencias, la escuela y su incidencia para formar ciudadanos que puedan tomar decisiones pertinentes frente a la solución de problemas relacionados con la vida cotidiana, entre otros aspectos.

**Índice computadorizado de las publicaciones de los proyectos de los Programas Regionales de Desarrollo Educativo (PREDE), Científico y Tecnológico (PRDCYT) y Cultural (PRDC) de la OEA ,1986**

**Materiales de trabajo para la transformación de la formación docente ,1996**

**Factores de influencia en el aprovechamiento del estudiante de bibliotecología** Lina Escalona Ríos,2003

*Acta sociológica ,2006*

**Investigación ,1985**

*Voces recuperadas ,1998*

*Qué tan eficaz es la formación docente en la educación primaria?* Salvador Soriano Soriano,1997

**Capacitación y perfeccionamiento en educación** Chileduc (Firm),2003

**América indígena ,1995**

**Divagaciones pedagógicas sobre la historia y el Quijote** Damato Gutiérrez Phillips,2005

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