

Fundacion Instituto De Ciencias Del Hombre La Evaluacion Educativa

Instituto Peruano de Ciencias de la Educación

Neuropsicología escolar Jéssica Marcela Arévalo Parra,2022-07-19 En la actualidad el estudio de la neuropsicología en el campo escolar es de gran importancia para los profesionales que se especializan en el análisis del comportamiento, el desarrollo y el proceso de aprendizaje, tales como psicólogos, educadores, pedagogos, terapeutas y los mismos padres de familia; especialmente si se refiere al bajo rendimiento académico, es decir, cuando no se alcanza el nivel escolar esperado para la edad, en algunos casos relacionado con el proceso de maduración del estudiante, lo anterior, como veremos, puede explicarse ampliamente por sus estados emocionales, cognitivos y físicos. Neuropsicología escolar está enfocado en el mejoramiento de las relaciones pedagógicas y educativas desarrolladas en el ambiente escolar, entre las diferentes figuras que forman parte de las instituciones: estudiantes, docentes y profesionales del campo de la educación y de las ciencias de la salud. Para dar respuesta a esta necesidad y contribuir de manera sistemática al bienestar social, es necesario asegurar el impacto efectivo de la aplicación del conocimiento científico sobre los individuos, retomando las bases que nos ofrecen la neurociencia, la psicología y la educación, considerando los aportes de los procesos de desarrollo sobre el funcionamiento del sistema nervioso central y las áreas relacionadas con los procesos de aprendizaje. En este sentido, Neuropsicología escolar logra crear un diálogo a través del saber disciplinario y científico, entre la educación y la salud, de tal forma que todo agente involucrado en los procesos de enseñanza-aprendizaje en la escuela, domine las teorías, modelos y principios explicativos del comportamiento y desarrollo, propios de las interacciones entre el estudiante y el docente.

English as a Foreign Language in a New-Found Post-Pandemic World El-Henawy, Walaa M.,del Mar Suárez, Maria,2022-06-24 The COVID-19 pandemic has catalyzed a new era in English as a Foreign Language (EFL) learning and teaching by shifting EFL education from the face-to-face learning paradigm to the online and distance learning paradigm. Teachers and students have faced several challenges such as choosing appropriate web tools for presenting content either synchronously or asynchronously, motivating students to participate, and assessing students' learning. Additionally, this shift to emergency remote online learning represents a challenge for students, particularly with managing their own learning. Taking into account that many students attend low-income schools with limited resources that lack reliable access to the

internet and computers, this shift has resulted in growing equity gaps. Likewise, transitioning to emergency remote teaching has revealed a lack of digital competency and readiness amongst teachers. English as a Foreign Language in a New-Found Post-Pandemic World presents an overview of various tools, designs, and strategies utilized to provide digital teaching and assessment of the English language, shares research on using digital technologies for supporting English language learning, and identifies promising areas and directions for future innovations, applications, and research in digital English language learning and teaching. Covering critical topics such as digital teacher education, language learning environments, and online instructional tools, this reference work is crucial for administrators, policymakers, teacher educators, special educators, educational technologists, researchers, scholars, academicians, practitioners, instructors, and students.

Maestros y maestras investigadores Hernández H, Carola, Suárez H, Ivonne M, Rodríguez F, Nelsón E, 2016-12-07 Este volumen presenta las trece investigaciones desarrolladas por maestros participantes del programa y un análisis transversal de ellas. Cada grupo de investigación identificó una problemática propia de su contexto sobre la que realizó un ejercicio investigativo acompañado por formadores de la Universidad de los Andes a lo largo del año. Además, se realizó un ejercicio de análisis de estas investigaciones que permiten ver que los objetivos propuestos para el programa de formación se cumplieron a través de la propuesta curricular contextualizada del ABP-OP y que los maestros aprendieron a verse a sí mismos como docentes investigadores. Desde esta perspectiva, los maestros identificaron en la investigación una oportunidad de conocer, reflexionar y transformar sus clases, sus instituciones y sus comunidades a través de procesos más sistemáticos. También aprendieron a utilizar técnicas e instrumentos propios de la investigación para desarrollar estos procesos e identificar los actores con los cuales pueden llevar a cabo estas transformaciones.

Informe 2012 sobre el estado del sistema educativo. Curso 2010-2011 Espagne. Ministerio de Educación, 2012 En esta nueva edición se presenta a las administraciones educativas y a la sociedad española, una imagen lo más precisa posible del sistema de educación español y la formación en los niveles distinto del universitario. Por otra parte, el contenido del informe añade una colección organizada de propuestas de mejora que contiene un conjunto de recomendaciones dirigidas, particularmente, a las Administraciones educativas, las cuales, a su vez, podrían incidir sobre el futuro de dicha realidad.

Memoria - Instituto Peruano de Ciencias de la Educación Instituto Peruano de Ciencias de la Educación, 1960

Centros de investigación en España. Plan nacional de I+D, 1990 Catálogo que pone al día las dos ediciones anteriores (1984 y 1986) donde se ofrecía el listado de Centros de Investigación en España.

Boletín Internacional de Bibliografía Sobre Educación, 1991

Espacios Instituto Cultural de Aguascalientes, 1993

Criterios y procedimientos de evaluación de la investigación educativa María Asensio Álvarez, 2005 Retomando un informe elaborado en 1999 sobre el Sistema de Investigación Educativa en España, el presente informe actualiza los datos

relativos a la promoción de la investigación en el área educativa en las administraciones estatales y autonómicas y profundiza en los criterios y procedimientos de evaluación de los proyectos presentados a las distintas convocatorias.

Prácticas juveniles y contexto socioeducativo en estudiantes de educación superior Emilia Cristina González Machado, 2021-08-23 En este libro el abordaje multidisciplinario integra los aspectos socioeconómicos y socioculturales dentro de los espacios escolares. En un primer momento se analizaron los procesos de acceso, permanencia y conclusión de los estudios sobre educación en general como parte del logro académico, y de la educación superior pública a nivel licenciatura. Se hace referencia además a las prácticas juveniles de los estudiantes en relación con los capitales cultural y económico dentro del espacio social de las instituciones de educación.

Sociedades inclusivas Sara M. Acevedo Espinal, Cristina Alonso López, Efrén Carbonell Paret, Laura Cárdenas Arciniegas, Juan Diego Hernández Albarracín, José Mansilla López, Marc Pallarès Piquer, Sheila Parra Gómez, Martina Planella Estopà, Alina Ribes Martínez-Márquez, Mátgara Sedeño Manjarrez, Iván Soriano Muñoz, 2023-10-16 En un contexto social que no sea excluyente con las personas que alguien designó como «diferentes» o como «radicalmente diferentes», se deben conjugar elementos que de forma disruptiva den lugar a un nosotros frente a un ellos-y-nosotros. Una sociedad inclusiva no le tiene miedo a la diversidad, y esa es la apuesta de este libro. Pero hablar de sociedades inclusivas, a menudo, puede ser interpretado como un paso hacia una sociedad hiperindividualista. En este contexto, podemos decir que las sociedades inclusivas tienen que ver también con la construcción social de «lo normativo» y con la repercusión que esto tiene sobre las personas.

Evaluar en la universidad Sally A. Brown, Angela Glasner, 2003-06-24 Este libro aporta una visión teórica y práctica de la evaluación respondiendo a las siguientes cuestiones: ¿De qué modo los métodos evaluativos pueden formar parte real del proceso de aprendizaje? ¿Qué estrategias podemos emplear para alcanzar una evaluación más eficaz? ¿Qué grado de innovación presentan las nuevas aproximaciones al aprendizaje? ¿En qué contextos resultan más eficaces? ¿Cómo se pueden implicar los estudiantes en su propia evaluación? ¿Cómo se puede mejorar el proceso evaluativo y de aprendizaje en los contextos profesionales?

La educación, 1970

Educación en Valores, Educación Intercultural y Formación para la Convivencia José Manuel Touriñán López, 2008-08 Educación en valores, educación intercultural y formación para la convivencia pacífica son tres conceptos que condensan la encrucijada de la educación en las sociedades abiertas, pluralistas y complejas. La educación intercultural prepara para la convivencia pacífica, porque aquella nos lleva al reconocimiento y aceptación del otro. Además la comunicación intercultural es un ejercicio de elección de valores. Y dado que los valores son cognoscibles y estimables, son enseñables y son elegibles y realizables, la educación en valores y la educación intercultural se convierten en objetivos de la

formación para la convivencia pacífica. La formación para la convivencia pacífica es un ejercicio de educación en valores, tiene sentido interdisciplinar, afecta de manera compartida a familia, escuela y sociedad civil y coloca a los profesionales de la educación y al Estado en un nuevo reto de arquitectura curricular ante la condición de experto en educación en valores y la real oportunidad de asistir a centros pedagógicamente programados. El objetivo es ejercitarse en el uso y construcción de experiencia axiológica sobre la identidad y la diferencia, para construirse a uno mismo y reconocerse con el otro en un entorno cultural diverso de interacción.

Gestionar desde las diversidades en aulas, instituciones y territorios Sandra Sánchez, Néstor Zorzoli, 2022-05-15

La gestión desde las diversidades compromete a todos los educadores a impulsar acciones concretas para garantizar el derecho a la educación con perspectiva inclusiva. Requiere ampliar las miradas ante una multiplicidad de situaciones de niños y jóvenes con sus propias historicidades y pautas culturales. En esta obra, los autores vinculan desarrollos teóricos, propuestas de casos prácticos y analogías, elementos fundamentales para entrelazar a los actores intervinientes en las aulas, las instituciones y los territorios. En pos de la construcción de comunidades entramadas, al reconocer la otredad abordan la democratización de cada escenario, la comunicación efectiva, la puesta en acto de políticas integrales, la gestión instrumental, las prácticas de enseñanza y de asesoramiento y la incorporación de las familias como personajes activos. Gestionar implica que los distintos escenarios educativos se resignifiquen en comunidades entramadas para que el trabajo desde las diversidades configure un saber hacer transformador.

El papel de la educación y el desarrollo de la ciudadanía intercultural en el Perú Felipe Aguirre Chávez, Lidia

Violeta Asencios Trujillo, Carlos Fernando López Rengifo, Livia Cristina Piñas Rivera, Lucía Asencios Trujillo, Djamila Gallegos Espinoza, 2019-01-25 La diversidad cultural del Perú definida por Arguedas como país de todas las sangres constituye la mayor riqueza nacional, el bastión de desarrollo, el potencial cultural invaluable, que deberá ser al mismo tiempo fuente y medio de configuración de un rostro singular por el que los demás nos reconozcan. La posibilidad de lograr un espíritu genuino y sólido, pende de los contenidos y métodos educativos y exige aquello que Carpentier (2008) proclamaba: “El hombre nacido, crecido, formado en nuestras proliferantes ciudades de concreto armado... tiene el deber ineludible de conocer a sus clásicos, de releerlos, de meditarlos, para hallar sus raíces, para tratar de saber quién es y qué papel habrá de desempeñar” (p. 4). La necesidad de saber quiénes somos, es un camino de búsqueda de nuestros orígenes, de la apropiación del legado de nuestro pueblo; es el camino de fortalecer nuestra identidad como rasgo distintivo de valoración, sentimiento de orgullo por nuestra cultura, al mismo tiempo, de respeto hacia los demás e identificar el papel que nos corresponde desempeñar, para asumir conscientemente actuaciones responsables de convivencia colaborativa y participación democrática, de ciudadanía intercultural. Los peruanos al poseer profundas raíces en el pasado admirable de fusión de diversas culturas, contamos con presupuestos necesarios para construir una sociedad arraigada en sus valores originarios

con apertura al mundo” (Aguirre,2014, p. 13).

Boletín bibliográfico CERALAL. Centro Regional para el Fomento del Libro en América Latina,1978

Congreso Pedagógico Nacional Cayetano De Lella,Inés Aguerrondo,1989

Educación ,1999

Bibliographic Guide to Latin American Studies ,1979

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