

EXAMENES

Ciencias Sociales

Santillana Saber Hacer

1 Primaria



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R Bogdan



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Moriscos y conversos en el aula... y más allá David Martínez López, Francesc Orts-Ruiz, 2023-05-24 **El profesorado como agente de cambio** David Parra Monserrat, Xosé Manuel Souto González, 2022-07-11 La profesión docente es un ámbito de debate y opinión constante en la institucionalización del conocimiento y en el acceso a la educación en especial en sociedades democráticas en las que esta es considerada un derecho fundamental Para dar cuenta de la complejidad del sistema escolar y señalar la importancia de la figura docente el presente volumen recoge un compendio de capítulos que se enmarcan en el proyecto de investigación Las representaciones sociales de los contenidos escolares en el desarrollo de las competencias docentes PGC2018 094491 B C32 financiado por el Ministerio de Ciencia e Innovación del Gobierno de España Se ha pretendido ofrecer una visión polidráulica de los resultados alcanzados por dicho proyecto en el año 2021 en el ámbito de los dos grandes objetivos que se marcaron al inicio del mismo a Categorizar las concepciones del profesorado en formación y en ejercicio sobre la Historia y la Geografía escolares y analizar el peso de las mismas como posibles obstáculos para la transformación de los modelos didácticos b Evaluar las representaciones y estereotipos socioculturales presentes en el profesorado en formación y en ejercicio y su incidencia en el proceso de enseñanza aprendizaje Este libro ofrece por tanto el desarrollo de un proyecto y la consecución de unos objetivos que más allá del diagnóstico han mostrado la importancia de la necesaria implicación del profesorado para promover una renovación profunda en el sistema escolar en sus distintos niveles Dicha mejora de la enseñanza y aprendizaje escolar pasa por cambios institucionales organizativos epistemológicos metodológicos que necesariamente debe implicar un autocuestionamiento de la praxis y la identidad profesional especialmente si entendemos la educación como un derecho y un motor para la participación de la ciudadanía en la esfera pública democrática Pero sin el compromiso personal subjetivo es difícil avanzar en la mejora deseada

Innovación Educativa en la sociedad digital. Tomás Sola Martínez, 2019-11-13 La presente obra pretende abarcar desde diferentes perspectivas numerosas preocupaciones que conciernen al sistema educativo actual Para ello las aportaciones científicas que se presentan a continuación abordarán a través de la investigación y la praxis numerosas cuestiones que se han englobado en un total de diez bloques temáticos En el primer bloque se encuentran aportaciones que responden al tratamiento de las diferentes competencias docentes que debe reunir el presente y futuro educador Le sigue en el segundo bloque el planteamiento de propuestas didácticas e investigativas que abordan la labor educativa desde distintos contextos no formales A continuación las aportaciones del tercer apartado responden a la formación del profesorado en distintos ámbitos significativos Vinculado a esta idea el bloque cuatro proporciona numerosas contribuciones de diferente índole sobre metodologías activas ABP gamificación o Flipped Classroom entre ellos su conocimiento y ejemplos de buenas prácticas El quinto bloque pone su foco en la Educación Superior a través del planteamiento de diferentes reflexiones sobre la formación en esta etapa y en la propuesta didáctica de algunos aspectos relevantes que podrán enriquecer este periodo

formativo A continuación se encuentran los bloques con mayor número de capítulos que corresponde al tratamiento de la inclusión educativa y la innovación y la investigación educativa En el primero se abordan distintas nociones a tener en cuenta que promueven la inclusión y la igualdad en las aulas Respecto al segundo se trata de un bloque que reúne diferentes aportaciones procedentes de numerosas disciplinas del conocimiento que abordan desde la perspectiva investigadora numerosas preocupaciones que atañen a la sociedad actual En suma el octavo bloque responde al liderazgo y la organización y gestión de instituciones y violencia escolar el análisis de factores que influyen en estos El noveno bloque pertenece al tratamiento de la orientación problemáticas y las necesidades académicas o profesionales que competen al sistema educativo Por último el décimo bloque recoge aportaciones referentes al conocimiento y aplicación de tecnologías emergentes en las aulas de diferentes etapas educativas Se establece un acercamiento con diferentes recursos tecnológicos como la realidad aumentada la realidad virtual o la robótica educativa Por lo tanto se trata de una obra multidisciplinar con capítulos escritos en español inglés y portugués con múltiples autores procedentes de numerosos lugares de España y del ámbito iberoamericano

Teoría y práctica en investigación educativa: una perspectiva internacional Gerardo Gómez García, Magdalena Ramos Navas-Parejo, Carmen Rodríguez Jiménez, Juan Carlos de la Cruz Campos, 2021-04-14 **Innovaciones metodológicas con TIC en educación** Olga Buzón García, AMPARO; BUZON GARCIA VERDU VAZQUEZ (OLGA; ROMERO.), 2021-06-09 En la sección I de este libro denominada Metodologías innovadoras y prácticas educativas se presentan una serie de experiencias basadas en nuevos modelos de enseñanza y aprendizaje como el modelo Flipped classroom así como en diferentes metodologías activas como el Aprendizaje basado en Proyectos Aprendizaje Servicio Design Thinking Aprendizaje basado en juegos Gamificación Aprendizaje colaborativo y cooperativo muchas de ellas impulsadas por las tecnologías mostrando a otros docentes el posible camino a seguir en la mejora e innovación en la docencia En la sección II Enseñanza aprendizaje e investigación con tecnologías emergentes se recogen experiencias didácticas desarrolladas en diferentes niveles educativos en las que se incorporan tecnologías emergentes simuladores realidad aumentada 3D robótica APP didácticas educativas etc que ofrecen la posibilidad de una educación más personalizada La utilización de estas tecnologías pretende tener un impacto no solo en los procesos de enseñanza aprendizaje sino también en la investigación creativa en educación En la sección III Innovación docente metodologías y prácticas educativas en las Ciencias Experimentales y Enseñanzas Técnicas se presentan nuevas tendencias de educación en las carreras técnicas la importancia de la enseñanza de sistemas BIM en el ámbito universitario las diferentes metodologías docentes en enseñanzas técnicas estudios sobre el rendimiento y abandono en ingenierías arquitectura todo ello apoyado de diferentes líneas de investigación docente Aula Invertida Gamificación Aprendizaje basado en Retos Design Thinking Aprendizaje basado en Investigación y Colaboración virtual Finalmente en la sección IV denominada Competencias profesionales en educación se exponen diferentes iniciativas propuestas y reflexiones que abordan como eje vertebrador la necesidad de tener una amplia gama de competencias

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Ciencias sociales, 5 Primaria, Aragón ,2019 **Escuel@ Digit@l** Carmen Denénola Álvarez Seoane,Eva María Barreira Cerqueiras,Anabel Bethencourt Aguilar,Fátima Margarita Castro León,Olga Cepeda Romero,Elena Chirino Alemán,Antía Cores Torres,Raúl Eirin Nemiña,María del Pilar Etopa Bitata,Isabel M^a Gallardo Fernández,Yaritza Garcés Delgado,Desirée González Martín,Carlos José González Ruiz,Víctor Manuel Hernández Rivero,Silvia López Gómez,María López Marí,Diana Marín Suelves, Raquel Mariño Fernández,Sebastián Martín Gómez,María Dorinda Mato Vázquez,Juvenal, Padron Frago, M^a Isabel Pardo Baldoví,José Peirats Chacón,Maria del Camino Pereiro González,Laura Rego Agraso,Héctor Sáiz Fernández,Ángel San Martín Alonso, María Belén San Nicolás Santos,Ana Luisa Sanabria Mesa,Melanie Sánchez Cruz,Pablo Joel Santana Bonilla,Ana Vega Navarro,M^a Isabel Vidal Esteve,2020-04-23 Estamos en un tiempo de tránsito entre la escuela moderna del siglo xx y la escuela líquida de la sociedad digital Uno de los fenómenos destacables es que los materiales didácticos tradicionales especialmente los libros de texto tienen que convivir y combinarse con una nueva generación de materiales didácticos digitales y accesibles en línea en la Red Que características tiene esta nueva tipología de materiales didácticos Como se están distribuyendo en la Red desde las administraciones y las empresas editoriales Qui opinan el profesorado las familias y los productores de dichos materiales Como se usan pedagógicamente en los centros y aulas escolares **Ciencias sociales, 5 Primaria, Castilla y León** ,2019 *Libros españoles* ,1979 Ciencias sociales, 5 Primaria, Comunidad de Madrid ,2019 **Libros españoles en venta** ,1999 Ciencias sociales, 5 Primaria ,2014
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