

Antropologia Pedagogica

¿A cambio de qué nos sacaron de allá? Latin American Transnational Children and Youth Pedagogía crítica latinoamericana y género Tecnofilosofía: reflexión filosófica, inteligencia artificial y ciencia El método en discusión. Cátedra Doctoral 8 Necesidades en la formación docente en ciencias sociales: universidad, sujetos y conocimientos La complejidad en la enseñanza de valores: formación permanente, colaboración y autorreflexión para una transformación social. Tecnologias Educacionais: Aplicações e Possibilidades Revista de la Facultad Nacional de Salud Publica Antropologia Pedagogica. Pedagogical Anthropology ... Translated from the Italian by Frederic Taber Cooper. With 163 Illustrations and Diagrams Caquetá Antropología pedagógica Antropología pedagógica Antropología pedagógica Antropología pedagógica Antropología pedagógica Introducción a la Antropologia pedagogica de la educación Antropología pedagógica Antropología pedagógica Ávila Martínez, Jenny Marisol Victoria Derr Héctor Fabio Ospina Manuel Bermúdez Vázquez Alexander Ruiz Silva Zaida Liz Patiño Gómez Práxedes Muñoz Sánchez Estéfano Vizconde Veraszto Maria Montessori Karl Dienelt Manuel C. Tello Henri Bouché Peris Bruna Álvarez Mora María Montessori Gemma Celigueta Christoph Wulf Fideligno de Jesús Niño Mesa

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en las páginas de esta obra los lectores encontrarán una investigación etnográfica de la comunidad comuneros que actualmente habita en la localidad de suba desde algo más de veinte años pero que antes de ello invadieron la vía férrea de la localidad de puente aranda construyendo tanto estructuras físicas de

vivienda como estructuras simbólicas comunitarias en este tránsito la autora da cuenta de cómo la urbanización y la constitución de la ciudad implica a nivel histórico social demográfico y geográfico una serie de experiencias y trayectorias de las distintas comunidades que la habitan y la han habitado por esta razón resulta relevante resaltar cómo en ciudades como Bogotá detrás de los diferentes proyectos de urbanización que responden al discurso de progreso de la modernidad se han destacado escenarios como el del barrio Policarpa o Nuevo Chile como ejemplos de lucha

Latin American Transnational Children and Youth focuses on understanding young people's connection to nature and place within a transnational and Latin American context. It serves to diversify, elaborate, and sometimes challenge the assumptions made in researching people and place and unearths the complexities of a world in which the identity of many is not shaped by a single place or culture but instead by complex interactions among these spanning across ages and geographies. The book explores the central themes of sense of place, identity, and environmental action with an emphasis on Latinx and indigenous communities. This book balances theoretical questions with geographically contextual empirical research. Each section is situated in current interdisciplinary research and provides geographically specific examples of children and youth's perspectives on place, relations, migration, transnationalism, and an emerging demographic of environmentalists. Contributors from Latin America and the United States advance the fields of childhood and youth studies, environmental psychology, geography, sociology, planning, and education. This book looks across the Americas to see how young people experience their worlds and constructively contribute to their places and environments.

Los textos que conforman y dan vida al presente libro enmarcan una reflexión amplia sobre diferentes lecturas de entrada a la discusión sobre el género desde las posibilidades de la pedagogía crítica latinoamericana, asumiendo en ella una apuesta por la educación en un proceso histórico social, político, cultural y económico que tiene que ver con el hecho y la posibilidad de la formación humana de hombres y mujeres con el fin de desarrollar relaciones de cooperación, reconocimiento e inclusión y relaciones de sostenibilidad con nuestra casa mundo. Coedición con la Universidad de Manizales y el Cinde.

Los autores reunidos en esta obra analizan el término conocimiento desde la perspectiva del fundamento epistemológico teórico y desde el oficio de investigar mediante la puesta en operación de todo el acumulado de técnicas, instrumentos, fuentes pertinentes y construcción de datos a pesar de que el tema central es el método. Esto es una discusión sobre el qué del método o la conversión en un asunto teórico. Este siempre tendrá una dimensión que podría llamarse técnica u operativa que es la que hace completo el oficio de investigar ya sea solo como estrategia operatoria al estilo cartesiano del discurso del método o combinando esta con la producción de algoritmos o de instrumentos mecánicos o de formas de registro de la información. Las exposiciones que se presentan en esta compilación muestran que existen dos espacios de encuentro posibles: a) el de la gramática académica, lo que hace inteligible el trabajo de unos para otros es una referencia más o menos común a una tradición compartida y reconocida por todos; y b) el de la ética académica, la cual involucra algo del deber ser en la

preocupación por los seres humanos

desde un enfoque crítico de análisis del presente zemelman y descolonial sabidurías insurgentes epistemologías otras grupo modernidad colonialidad epistemologías del sur este libro plasma en cada capítulo una invitación a la reflexión profunda sobre la enseñanza aprendizaje en la educación superior específicamente en la formación docente tomando como unidades de análisis cuatro programas académicos de licenciatura en ciencias sociales de universidades públicas pedagógica y tecnológica de colombia pedagógica nacional del valle y del atlántico la investigación se propuso a identificar las consecuencias de la aplicación de la política educativa formalizada con la resolución 02041 de 2016 derogada y la vigente 18583 de 2017 b analizar la presencia del enfoque descolonial en los cuatro programas de formación de licenciados en ciencias sociales rastreando las categorías género etnicidad e identidad c identificar las necesidades en los programas de formación inicial docente en ciencias sociales y del docente universitario de tales programas entre los principales resultados de la investigación se presentan a el análisis de las experiencias y necesidades de formación docente en el mundo y en la región de américa latina b la radiografía de la formación inicial docente en colombia c el análisis de la discontinuidad de la política educativa para la formación de educadores y los impactos de la política de acreditación de la calidad en los programas académicos d el análisis y caracterización en clave descolonial de la formación inicial docente en ciencias sociales e la identificación de las necesidades de los programas estudiados y de los profesores universitarios formadores de formadores f una propuesta de cualificación de la formación inicial docente el libro cuenta con un material pedagógico dirigido a docentes en ejercicio y formadores de futuros docentes

este libro es el resultado de un enorme esfuerzo coral muy bien coordinado en el que un comprometido grupo universitario saca a la luz una cuestión fundamental no hay educación verdaderamente emancipadora si no se ocupa del cultivo y buen cuidado de los valores que nos permiten crecer como ciudadanas y ciudadanos con capacidad para actuar como sujeto de nuestras propias vidas estamos ante un ejemplo de trabajo horizontal que permite creer en una institución universitaria comprometida con la construcción de un pensamiento para el cambio social no es fácil encontrar en ese ámbito de producción científica saberes que articulen una teoría y una praxis pegada a la vida y unos mapas que orienten frente a los dispositivos de dominación los diferentes capítulos se ocupan tanto de la construcción de categorías nociones y conceptos que nos ayudan a entender la complejidad de la enseñanza en valores como del análisis de experiencias prácticas en los diferentes niveles del sistema desde infantil a la universidad así como en otros ámbitos no institucionales un texto colectivo que desafiando los discursos mas huecos sobre los valores facilita la formación y el empoderamiento del sujeto individual y colectivo con capacidad para orientar la enseñanza y el aprendizaje de un conocimiento socialmente comprometido con los valores de progreso y justicia social jaume martínez bonafé

tecnologias educacionais aplicações e possibilidades teve sua concepção dentro do curso de aperfeiçoamento de tecnologias educacionais aplicações e

possibilidades oferecido pela ufscar em 2017 2018 a proposta é apresentar ferramentas tecnológicas gratuitas que poderão ser utilizadas como apoio à mudança da metodologia tradicional de ensino focada no professor para uma metodologia focada no aluno atualmente há uma necessidade enorme de desenvolver dentro e fora da escola técnicas métodos de ensino que estimulem o aprendizado e o interesse do aluno pela educação isso decorre da crescente demanda de tecnologia fora da escola em que parte dos alunos tem acesso a diversas tecnologias e quando chegam à escola encontram uma estrutura do século xx em pleno século xxi dessa forma a obra busca trazer visões de docentes das mais diferentes áreas do conhecimento e está alicerçado na diferenciação da abordagem pedagógica e na aproximação entre educação e tecnologia digital

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