

Historia En El Aula

Henry Pluckrose

La enseñanza de la historia Margarita Giesecke,1999

La historia en el aula ,2004

Historias desde el aula ,2006 Compilación de relatos enviados al Concurso de Sistematización de Experiencias en Educación Intercultural Bilingüe y Etnoeducación.

Enseñanza y aprendizaje de la historia Henry Pluckrose,1996 Las dimensiones históricas en el currículum de educación primaria tienen como objetivo facilitar una comprensión de la humanidad, de su progreso y problemas. Enfrentar a niñas y niños con diferentes culturas, con otros períodos históricos, lugares y personas sirve para promover procesos de reflexión en torno a las razones y el origen de muchos de los conocimientos, valores, conductas y actitudes vigentes en su entorno específico y en la sociedad en general. Va en educación primaria el alumnado debe ejercitarse en organizar la información del presente teniendo también en cuenta perspectivas históricas; necesita aprender a explicar y evaluar determinados sucesos del pasado, para poder comprender el momento actual. En los diseños curriculares de primaria es necesario atender a conceptos y destrezas importantes para el pensamiento histórico como: cronología, cambio y continuidad, causa y efecto, la habilidad para sopesar evidencias y aprender también a dudar, a desarrollar la capacidad de empatía con otras personas y pueblos del pasado, etc. Henry PLUCKROSE, poseedor de una amplia experiencia en la enseñanza de la historia en educación primaria, ofrece en este libro al profesorado numerosas propuestas de trabajo para desarrollar en las aulas, con el propósito de entusiasmar a niñas y niños con esta temática y ayudarles así a reconstruir su historia propia y colectiva.

La Historia en el aula ,1982

América Latina en la clase de Historia Ema Cibotti,2022-05-30 Doscientos años después de las Declaraciones de la Independencia en América Latina, las emancipaciones fundacionales que dieron origen a la construcción de las sociedades actuales, sigue siendo de vital importancia en las aulas escolares la reflexión sobre la historia latinoamericana. ¿Qué define la unidad de América Latina como objeto de estudio? ¿De quiénes hablamos cuando enseñamos la historia latinoamericana? ¿Todos los sujetos que habitan el subcontinente tienen voz y reconocimiento? El largo proceso histórico y cultural que dio origen a América Latina no tuvo como resultado un espacio homogéneo o unificado, sino que se caracterizó más bien por la

fragmentación geográfica, las disparidades regionales y las diferencias de ritmo en el cambio histórico de sus sociedades. En América Latina en la clase de Historia Ema Cibotti brinda propuestas sustantivas para aplicar en el aula, tanto para la formulación de contenidos que permitan hacer foco en la diversidad latinoamericana como para la elaboración de herramientas didácticas apropiadas. Esta nueva edición, corregida y aumentada, incluye capítulos que abordan la historia reciente de la región, el proceso de conquista de derechos por parte de las mujeres y el uso de las Tecnologías de la Información y la Comunicación (TIC) en la escuela. Así, el libro constituye un aporte insoslayable para los docentes que encaran en las aulas escolares la enseñanza de la historia de América Latina y que quieren, sin falsa retórica, explicar los contenidos y aplicarlos significativamente para que la esperada formación de las futuras cohortes de ciudadanos y ciudadanas que salen de las aulas comprendan nuestra historia en común.

Enseñar la historia en el segundo ciclo ,2000

La investigación en la enseñanza de la historia en América latina Sebastián Plá,Joan Pagès,2015-02-16 En las últimas dos décadas América Latina ha visto nacer un nuevo campo de investigación: la enseñanza de la historia. El crecimiento exponencial sobre libros de texto de historia, la cultura escolar, los procesos de enseñanza y aprendizaje de la historia, las dimensiones políticas de la enseñanza de la historia y la memoria en la escuela, la inclusión de diferentes identidades en los programas de estudio y la formación docente para diferentes niveles educativos entre otros, han exigido que el campo delimita sus categorías de análisis, sus metodologías, las relaciones teóricas entre diversas disciplinas y sus objetos de estudio. Con la bibliografía más completa que se ha publicado hasta el momento sobre este campo en el subcontinente, el presente libro aborda cada una de las aristas de la enseñanza de la historia -identificando aspectos comunes a todos los países y reconociendo las particularidades nacionales-, para ofrecer al lector en un solo volumen un recuento de lo que se ha producido desde 1990 a la fecha en diez países iberoamericanos. Sin lugar a dudas, este libro es una fuente indispensable para adentrarse en el complejo e innovador campo de la enseñanza de la historia.

La historia en el aula : innovación docente y enseñanza de la historia en la educación secundaria ,

Aula-historia social ,2000

Del aula Emilio Alonso Criado,1919

Propuestas prácticas para la enseñanza/aprendizaje de la historia de la educación. Isabel Grana Gil,2022-05-24 El origen del libro que nos ocupa es el Proyecto de Innovación Educativa (PIE19-124) titulado La adquisición de competencias a través de las prácticas educativas en las asignaturas de Historia de la Educación, financiado por la Universidad de Málaga y llevado a cabo en los cursos 2019-2021 en el área de Teoría e Historia de la Educación de la Facultad de Ciencias de la Educación. En él han participado el profesorado encargado de impartir alguna de las asignaturas relacionadas con la Historia de la Educación. Este libro se compone de 9 capítulos y cada uno de ellos aborda una práctica de enseñanza/aprendizaje diferente,

las cuales han sido puestas en marcha en el transcurso del PIE. A través de ellas, se trabajan las diferentes competencias profesionales, a la vez que se promueve el aprendizaje autónomo, reflexivo, crítico y colaborativo, gracias al rol protagonista que asume nuestro alumnado, lo que lo convierte en el elemento esencial de todo el proceso didáctico. En este manual hemos explicado las prácticas tal como las hemos desarrollado en las distintas asignaturas de los diversos Grados y Másteres en los que se han llevado a cabo, pero todas se pueden adaptar a las distintas materias de Historia de la Educación. Parte de estas prácticas utilizan las fuentes primarias que están constituidas por múltiples recursos: audiovisuales, imágenes, memorias de prácticas, testimonios, manuales escolares, diarios, trabajos realizados por el profesorado y alumnado, y otras prácticas recurren a recursos como el cine o la tecnología o los museos de la educación. Las posibilidades son muchas y se trata de aprovecharlas para conseguir el mejor aprendizaje de la Historia de la Educación.

Cases on Historical Thinking and Gamification in Social Studies and Humanities Education Martínez-Hita, María, Carrasco, Cosme Jesús Gómez, Miralles-Martínez, Pedro, 2022-06-30 Research on history education and historical thinking is becoming increasingly relevant internationally. The need for a renewal of history education is not only justified by the epistemology of history itself, but also by the demand for a methodological change in education in general, making students active protagonists in the construction of their learning and based on the development of competencies. Further study on the potential use of gamification within social studies and humanities education is required to understand its benefits and challenges. Cases on Historical Thinking and Gamification in Social Studies and Humanities Education proposes and analyzes gamification as a pedagogical innovation that can enable the renewal of the teaching and learning process of history, facilitating the active learning of historical thinking concepts while influencing students' conceptions of history as a discipline and as a school subject. Covering key topics such as historical thinking, social sciences, video games, and mobile learning, this reference work is ideal for historians, policymakers, researchers, scholars, academicians, practitioners, instructors, and students.

Una introducción al uso de la historia oral en el aula Dora Schwarzstein, 2001 Dada la necesidad de una renovación teórico-metodológica de la enseñanza de la historia, Dora Schwarzstein propone el uso de la historia oral. El descubrimiento de los testimonios orales como fuentes fundamentales de la reconstrucción histórica ha permitido lograr un conocimiento preciso de la historia y la sociedad en la que nos desenvolvemos y modificar una práctica científica desligada de su entorno y de los sujetos sociales con los que interactúa, entre otras ventajas.

Narrativas do Rio de Janeiro nas aulas de história Monteiro, Ana Maria, Carmen Teresa Gabriel, Bomfim Martins, Marcus Leonardo, 2017-02-02 Esta obra, com diferentes abordagens teórico-metodológicas, reflete sobre as narrativas do e sobre o Rio de Janeiro que circulam nas aulas de História da Educação Básica da cidade, do estado e do país. Embora a questão local assuma relevância, o fato de a cidade ter sido capital federal entre 1763 e 1960, e, portanto, palco

principal da História política do país, faz com que sua história seja estudada em todo o território nacional, mas implica também o apagamento de suas especificidades, revelando assim uma tensão entre o universal e o particular inerente às narrativas sobre o Rio de Janeiro. Pesquisadores do Ensino de História expõem, aqui, uma variedade de aspectos sobre o que é considerado válido para ser ensinado, tendo como foco de suas investigações o Rio de Janeiro: que temporalidades privilegiar numa aula de História? Que riscos projetos educacionais conservadores oferecem à construção de narrativas mais democráticas nas aulas de História? Quais os limites e possibilidades da história local na produção de subjetividades e fixações identitárias? Quais as possibilidades de relação entre narrativas de si e narrativas históricas escolares? Que relações são estabelecidas com a cultura e o patrimônio afro-brasileiros? Que sujeitos narram e/ou são narrados na História ensinada nas escolas e nos materiais didáticos? Essas e outras questões - e algumas respostas possíveis - circulam nos 12 textos que compõem este livro.

Enseñar historia: ensanchando el aula, estrategias y escenarios docentes José Antonio Jara Fuente, 2023-12-15 Enseñar Historia: ensanchando el aula, estrategias y escenarios docentes constituye un espacio de reflexión alrededor de las estrategias que docentes de la enseñanza secundaria y universitaria, y otros formadores, aplican con el fin de trascender los modelos tradicionales de formación, incentivar la efectividad del proceso de aprendizaje, e incrementar la motivación del alumnado, animándolo a erigirse en parte activa de ese proceso, ahora discente. Los textos que integran esta obra muestran algunas de las estrategias que contribuyen a regenerar los espacios tradicionales de formación, tanto dentro del espacio formal de enseñanza -no solo el aula, también la institución-, como más allá -donde información y formación «juegan» alrededor de las experiencias guiadas. Moldear la adquisición del conocimiento transformando la formación en una actividad aparentemente lúdica, o aprender a utilizar los recursos digitales para transformar al estudiante en corresponsable de su proceso de formación (en lo que se ha venido en denomina el Aula 2.0), representan los hitos singulares de esta andadura.

Los Lenguajes de Las Pantallas: Del Cine Al Ordenador José Ignacio Aguaded Gómez, 2007 La obra se encamina a dotar de elementos de reflexión a los profesores de secundaria sobre la incorporación de los lenguajes audiovisuales en las aulas.

Literatura 2.0 en el aula C. Arbonés, M. Prats, E. Sanahuja, 2015-11-06 Obra planteada desde la práctica de la formación literaria y para la misma en el espacio de la web 2.0, atendiendo a las nuevas modalidades discursivas, la multimodalidad y la conectividad, en relación con los usos potenciales del hipertexto didáctico digital para el desarrollo de la educación literaria 2.0. La multimodalidad está transformando los modos y estrategias de lectura y recepción. Además, afecta a las orientaciones metodológicas que hacen posible que profesores y alumnos intervengan con eficacia en un marco educativo 2.0 efectivo para la formación y el aprendizaje, y que hoy requiere ya una alfabetización múltiple, una multiliteracy. Por otra parte, la estructuración en soportes 2.0 y la consiguiente lectura hipertextual de una determinada secuenciación de textos o

producciones multimodales son claves para desarrollar nuevas opciones didácticas en la formación receptora y en la educación literaria. La obra está orientada al profesorado de los distintos niveles educativos, en especial de Educación Secundaria y Bachillerato, en el área de Lengua y Literatura. Las propuestas presentadas se centran en la educación literaria desde la práctica de la educación 2.0, ofreciendo sugerencias de aplicación en las que la multialfabetización o alfabetización multimodal y la tecnología convergen en las actividades de aula propias del desarrollo y la construcción de aprendizajes en cooperación y de la lectura personal y compartida a través de la red.

Ejercicios de mindfulness en el aula Tammie Prince,2019-10-28 En la actualidad, existe una creciente preocupación por cómo el estrés y el ritmo de vida acelerado afecta al desarrollo en la infancia. La influencia negativa de este tipo de entornos se manifiesta en comportamientos como la ansiedad, las crisis nerviosas o los arrebatos emocionales. La implementación y desarrollo de prácticas de mindfulness ha demostrado mejorar el bienestar actual y futuro de las jóvenes generaciones. Sin embargo, ¿quién tiene tiempo para incorporar esto en un currículum escolar sobresaturado? ¿Cómo introducirlo en nuestros hábitos de vida cotidianos? Este libro contiene 100 ideas prácticas para el desarrollo del mindfulness listas para ser usadas en el aula. Se trata de estrategias sencillas, de bajo coste e inclusivas, para promover el bienestar de todo el alumnado. Además, como gran parte del éxito de las ideas está en la persona que las enseña, el libro ofrece también ideas para impulsar el mindfulness en el profesorado. Una vez que niños y niñas hayan descubierto la utilidad de estas estrategias, comenzarán a usarlas de forma independiente en su día a día, haciendo su desarrollo más mindful.

Enseñar ciencias sociales con métodos activos de aprendizaje Cosme Jesús Gómez Carrasco,Jorge Ortuño Molina,Pedro Miralles Martínez,2021-06-01 La enseñanza de las ciencias sociales se encuentra actualmente ante diferentes retos educativos, epistemológicos y metodológicos. Desde el cambio de siglo, estas materias de enseñanza se han visto convulsionadas por la evolución de la sociedad-red o por el desarrollo de una modernidad líquida (con sus profundos cambios sociales, provocados por el papel de las nuevas tecnologías y el efecto cada vez más visible de la globalización) y por la introducción en los currículos de una enseñanza centrada en competencias. El objetivo de este libro es dotar de suficientes recursos intelectuales y estrategias de aula a los docentes en activo y en formación que les permita dar respuesta educativa al alumnado, y afrontar los usos y abusos del conocimiento social que se producen. Partiendo de un marco definitorio de la sociedad del conocimiento en el siglo XXI y de los retos que presenta para el conocimiento social, intentamos hallar respuestas a los nuevos retos planteados por la incorporación del método científico a las ciencias sociales. Así, abordamos actuales metodologías activas de aprendizaje, como aprendizaje basado en proyectos, aprendizaje basado en problemas, aprendizaje-servicio, flipped-classroom y gamificación.

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