

# **Maria Bertely Busquets Conociendo Nuestras Escuelas**

**Georgina María Esther Aguirre Lora**

*El proceso de investigación social cualitativo* Adrián Oscar Scribano,2007

Conociendo nuestras escuelas María Bertely Busquets,2000-01-01 La etnografia de la educacion es un campo reciente y en acelerado crecimiento, cultivado a la vez por antropologos y sociologos que por psicologos y pedagogos interesados en comprender las particularidades de la cotidianidad del salon de clases. En Conociendo nuestras escuelas se narra como una maestra de jardin de infantes se convierte en etnografa educativa y modifica en el proceso su concepcion de la enseñanza. La autora sistematizo su amplia experiencia docente, tanto en la enseñanza a ninos en preescolar como en la imparticion de seminarios, cursos y talleres a normalistas y estudiantes universitarios, a fin de elaborar un metodo didactico que ayudara a maestros e investigadores educativos en formacion a adquirir habilidades para interpretar la cultura escolar desde un punto de vista etnografico. Asi, el futuro investigador aprendera aqui no solo la manera de realizar un protocolo, de plantear las preguntas y delimitar el problema, de seleccionar tecnicas e instrumentos, de elaborar registros, de confrontar las conjeturas en la teoria, sino tambien la respuesta a preguntas como: como y por que hacer etnografia educativa?, que clase de situaciones significativas nos ayudan a comprender mejor lo que ocurre en las aulas? y cuales son las dificultades metodologicas que enfrenta el etnografo de la educacion? En sintesis, el gran proposito que guia esta obra es hacer mas grata y amable la interminable tarea de descifrar lo educativo.

**Constructivismo y prácticas de aula en Caracollo** B. Víctor Pinaya Flores,2005

Ethnography and Educational Policy Across the Americas Bradley A.U. Levinson,Sandra L. Cade,Ana Padawer,Ana Patricia Elvir,2002-08-30 Third in the series Sociocultural Studies of Educational Policy Formation and Appropriation, this volume brings together scholars from North America, South America, and Europe to examine the relationship between ethnographic research and educational policy. The product of papers and discussions originally taking place at the Interamerican Symposium on Ethnographic Educational Research, the book presents both original empirical research reports and theoretical-methodological proposals for using ethnography to study and influence educational policy. After an introduction and opening chapter that highlight the different ways of conceptualizing education, education policy, and diversity across American borders, five full chapters address the relationship between ethnography and educational policy through sustained empirical attention to specific research sites and projects. The next section of the book presents shorter

position statements that relate specific research or policymaking experiences and reflect on the ways that ethnography can be involved in a project of formulating or revising policy. In this section, edited transcriptions of workshop discussions give the reader a vibrant sense of the challenging issues facing educational ethnographers attempting to address policy. The book closes with a commentary by a veteran educational ethnographer. Of interest to educators, researchers, and policymakers across the Americas, this volume contributes to an ongoing dialogue about how ethnographic research can intersect advantageously with the policymaking enterprise.

**Entretejer espacios para aprender y convivir en el aula** Cecilia Fierro, Bertha Fortoul, 2018-09-17 Entretejer espacios para aprender y convivir en el aula es una propuesta que desafía las concepciones tradicionales de práctica y formación docentes al ofrecer una mirada compleja, respetuosa y crítica de este quehacer. Desde el interaccionismo y la sociología crítica, las autoras desarrollan una propuesta para la formación inicial y continua de los profesores, que los ayudará a reflexionar, analizar y recrear la docencia con el fin de construir oportunidades para el aprendizaje y la convivencia de sus estudiantes. Este libro es una nueva propuesta teórica y metodológica enfocada al trabajo en el aula; un texto indispensable para docentes, directivos escolares, formadores e investigadores interesados en mejorar las prácticas en el aula.

Calidoscopios comenianos Georgina María Esther Aguirre Lora, 1997-01-01 El texto presenta un estudio sobre Juan Amós Comenio (1592-1670) como clásico del pensamiento educativo, el hilo conductor ha consistido en tener presente el carácter sociocultural de la educación, es decir, en no perder de vista una verdad elemental: las aportaciones en el ámbito educativo, trátese de discursos, de prácticas, o bien de ambos, aún cuando pudieran presentarse ante nuestros ojos con cierto grado de abstracción, son elaboraciones que proceden de personas concretas que viven coordenadas de tiempo y espacio precisas y que por ende, se vuelven comprensibles con mayor profundidad y plenitud en la medida que uno se aproxima a la forma en que vivió esta persona. Este libro constituye un proyecto de investigación más amplio, pero prioritariamente aborda aspectos de las atmósferas del siglo XVII propias de la Europa protestante que marcan la vida de Comenio b) algunas tradiciones y legados que sustentan su proyecto educativo.

Los aprendizajes del niño indígena Macías Ortiz, Ramiro Daniel, 2015-01-01 La presente investigación, fruto de cuatro años de trabajo, pretende ofrecer un panorama de los aprendizajes de los niños de y en la calle de la comunidad ñha ñhu en la ciudad de México, en particular de la colonia Roma. Para su realización fue necesario identificar las partes que buscan dar coherencia teórico-metodológica. En el primer capítulo se revisa lo que conforma la investigación; se da cuenta de los antecedentes, esto es, 18 años de trabajo en la calle y el acercamiento a niños de y en ésta. Asimismo, se presenta a las instituciones que trabajan con ellos. La identificación del objeto de estudio permitirá saber quiénes son los personajes principales: los niños indígenas de y en la calle, sus aprendizajes en el tránsito del lugar de origen hasta los predios donde habitan con sus familias y la función que desempeña la calle para sus aprendizajes. En el segundo capítulo se revisan

aquellas investigaciones relacionadas con el tema, que van desde las tipológicas para identificar al niño de la calle, hasta las que hablan de la construcción social de éste, junto con los jóvenes que viven en la calle. Al tratarse de niños indígenas de y en la calle, fue necesario hablar de la población indígena en la ciudad de México, esto es, analizar el proceso migratorio y los estados de procedencia, así como los lugares de arribo con sus características de temporalidad y definitividad. Cuandose trata de hablar de una realidad de niños de la calle, la Unicef cuenta condatos que enriquecen el panorama de la realidad callejera y su vínculo con lo indígena. Por último, se abordará a las instituciones de más relevancia quede una u otra forma han trabajado con nuestros sujetos de investigación. El tercer capítulo presenta el contexto de la comunidad a partir de lo general de la comunidad ñha ñhu, desde un esbozo del proceso histórico de México, hasta llegar a la comunidad que es parte del objeto de investigación, ya que los niñosde los que se habla son de Santiago Mexquititlán y se encuentran asentados enla colonia Roma. También se reflexionará acerca de lo que es el proceso de aprendizaje en la escuela intercultural. El cuarto capítulo, inicialmente, haceun balance de lo que es la ingeniería del trabajo: las preguntas de investigación, los objetivos y el método. También pretende dar cuenta del acercamiento ala realidad en los predios de la colonia Roma al brindar la oportunidad de reconocer a esta colectividad con sus características generales en la ciudad deMéxico y al mismo tiempo ir vislumbrando los aprendizajes que se ofrecen a losniños y a la comunidad en general. Lo anterior fue posible por el apoyo de Cides (Centro Interdisciplinario para el Desarrollo Social)-Colibrí. Además, seindagó la realidad en la calle, en la que el proceso de tránsito hacia ésta sehizo evidente a través de las familias que trabajan en la Zona Rosa de la colonia Juárez, donde los niños y jóvenes viven y desempeñan su actividad laboral. Por último, en el quinto capítulo se analizan los datos de los diversos escenarios a partir de la óptica de los aprendizajes y la construcción de sus identidades urbano-ñha ñhu, el aporte de esta investigación al campo de la pedagogía y la implicación personal que se dio a lo largo del proceso de realización.

Los conocimientos comunitarios del pueblo Ayuuk y los contenidos escolares Francisco Antonio, Enrique, 2015-01-01 El Dr. Enrique Francisco Antonio, maestro originario del pueblo ayuuk, profesor de la Escuela Normal Bilingüe Intercultural de Oaxaca (ENBIO) y egresado delDoctorado en Pedagogía de la Universidad Nacional Autónoma de México (UNAM),sistematiza y analiza los conocimientos comunitarios del pueblo ayuuk en relación a los contenidos del currículum escolar de educación básica. Partiendo deuna crítica al carácter persistentemente colonial y eurocéntrico del sistema educativo nacional, el autor opta por una veta de análisis que denomina el pensamiento decolonial. A diferencia del clásico discurso de la descolonización(de origen decimonónico), que a menudo se queda en la constatación superficialde procesos de descolonización formal y administrativa, el pensamiento decolonial parte del necesario reconocimiento de que vivimos en sociedades poscoloniales aun profundamente marcados por relaciones de origen colonial. Solamente si visibilizamos este legado de colonialidad (Quijano, 2005), que estructuranuestras categorías de percepción de la diversidad y de la otredad y

que encubre el carácter sesgadamente occidental del currículum nacional, podremos transitar hacia modelos educativos decoloniales, conscientes del reto de la colonialidad del saber y por tanto explícitamente abocados a diversificar los saberes oficializados en la escuela (Medina Melgarejo y Baronet, 2013). A partir de una investigación cualitativa, etnográfica y dialógica en la que participan actores escolares y comunitarios de las comunidades de Jot Nëë (San Juanito) y Kots Koom (San Juan Cotzocón), de la región mixe media de Oaxaca, Enrique Francisco Antonio entabla novedosos diálogos de saberes sobre todo con niños y niñas de ambas comunidades, con quiénes elucida formas de aprendizaje tanto como contenidos de saberes comunitarios del pueblo ayuuk. Estos diálogos discurren a través de las nociones ayuuk del espacio, del territorio, del tiempo cílico - cotidiano tanto como festivo - y de las prácticas culturales asociadas acada una de estas coordenadas básicas de la cosmovisión ayuuk. Este análisis detallado y minucioso de los saberes ayuuk, tal como se transmiten en ambas comunidades hacia los niños y niñas, desemboca finalmente en una propuesta didáctica acerca de cómo integrar saberes provenientes de los pueblos originarios en los contenidos escolares de la educación básica pública. Oscilando de forma creativa entre sus papeles de etnógrafo y pedagogo, el autor logra presentar una propuesta que parte de la flexibilidad curricular -prevista por el constructivismo pedagógico contemporáneo, pero prescrita asimismo en las últimas reformas de la educación básica- y de la complementariedad de saberes como instrumento metodológico, que contribuye a rediseñar la enseñanza-aprendizaje en la escuela a partir de mallas curriculares que entienden los saberes no como contenidos fijos ni encasillados, sino como recursos metodológicos a los cuales las y los educandos acuden.

*Pensar en colectivo* Raúl Ramírez Betanzos, 2001

**Educación e integración de la diversidad**, 2009

Retos Internacionales ante la Interculturalidad Encarnación Soriano Ayala, 2010-05-26

**Género y educación** Rubén González Ramírez, 2006

*Educare*, 2002

**Perfiles educativos**, 1999

**Racismo y antirracismo costeño** Cristina V Masferrer León, 2023-09-27 Este libro busca visibilizar la problemática del racismo y mostrar cómo se relaciona con la memoria, la educación y la niñez de personas mixtecas y afromexicanas en la Costa de Oaxaca, pero, al mismo tiempo, espera mostrar las expresiones y potencialidades antirracistas de la educación y de las acciones cotidianas que realizan las personas de todas las edades de la región.

**Escuela albergue** Lorena Gallegos Renova, 2008

Una mirada al aula Lucila Parga Romero, 2004

La formación de los jóvenes en México María Teresa Yurén Camarena, Citlali Romero, 2008

Gaceta ISCEEM, 2001

The Top Books of the Year Maria Bertely Busquets Conociendo Nuestras Escuelas The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous captivating novels captivating the hearts of readers worldwide. Lets delve into the realm of popular books, exploring the engaging narratives that have charmed audiences this year. The Must-Read : Colleen Hoovers "It Ends with Us" This heartfelt tale of love, loss, and resilience has gripped readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph. Maria Bertely Busquets Conociendo Nuestras Escuelas : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This spellbinding historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids absorbing storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Maria Bertely Busquets Conociendo Nuestras Escuelas : Delia Owens "Where the Crawdads Sing" This evocative coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These top-selling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a masterful and gripping novel that will keep you speculating until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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## Introduction

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