

Libro Didactica De Las Ciencias Sociales Aportes Y Reflexiones

Nicolás Andrés Laino

Integración escolar como problemática profesional, La Silvia Dubrovsky, 2005

Didáctica de las ciencias sociales II Beatriz Aisenberg, Silvia Alderoqui, Alicia R. W. de Camilloni, 1999 ¿Es posible y o deseable concebir criterios generales y únicos para la selección y elaboración de todos los contenidos del área de las ciencias sociales? ¿Cómo elaborar los contenidos del área de las ciencias sociales? ¿Cómo elaborar los contenidos más pertinentes para el logro de las metas que nos propongamos? ¿Qué relaciones existen entre el conocimiento científico, los problemas de la realidad social y el conocimiento escolar? ¿Cómo y por qué tener en cuenta la experiencia y el conocimiento social de los alumnos en la elaboración de los contenidos escolares? Estos son algunos de los interrogantes que vertebran la presente obra, en la cual las autoras brindan diferentes respuestas, profundizando sobre distintos aspectos de la tarea didáctica, desde prácticas y perspectivas teóricas diversas. El conjunto de artículos pone de relieve que la selección y elaboración de contenidos para el área de ciencias sociales es una problemática sin respuestas únicas o cerradas. Por ello cada artículo propone y fundamenta diversos criterios efectivamente aplicados en el aula, articulados con sugerencias de contenidos para un ciclo o con secuencias didácticas. Se trata de valiosas reflexiones realizadas desde y para la práctica de la enseñanza.

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 delimite 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.

Ciencias Sociales ,

History Wars and The Classroom Tony Taylor, Robert Guyver, 2012-03-01 The book is entitled History Wars in the Classroom: Global Perspectives and examines how ten separate countries have experienced debates and disputes over the contested nature of the subject, for example the 'Black Armband' and 'Whitewash' factions in Australia who adopt opposingly celebratory or denigratory views of Australian history, especially when evaluating episodes of poor racial relations. There are also tensions between traditional/patriotic views of history teaching and reformed or 'new' history. There are issues of political control of the curriculum and parallel issues of who writes it (very topical in England at the moment over two expat 'big picture' historians who work at Harvard and Columbia (Niall Ferguson and Simon Schama)).

Metodología de la enseñanza de la Historia Fabián Araya, 2011 Texto de estudio, diseñado para ser utilizado por estudiantes de la Carrera de Pedagogía en Historia y Geografía. Se intenta mostrar las transformaciones producidas en los últimos años en esta área de la enseñanza.

La sala de dos años WEINSTEIN FERRO, 2004

Piedra libre a las Ciencias Sociales en la escuela primaria Graciela Rossi de Defagot, 2020-01-31 Teniendo como objetivo cristalizar en la práctica la teoría existente...imaginando las preguntas que se plantean los docentes ante el desafío de: ¿Las Ciencias Sociales hoy, la Didáctica y sus complejidades? ¿Cómo podemos enseñar ciencias Sociales a nuestros alumnos/as? ¿Cuáles son las características de los niños/as y su aprendizaje? ¿Cómo despertar su interés? ¿Cuáles son las estrategias que podemos utilizar? ¿Narraciones, Juegos de simulación, Estudio de casos? ¿Leo atentamente la teoría pero no me doy cuenta cómo hacerlo? Debemos despertar el pensamiento crítico ¿Cómo?; ¿Logramos el deseado cambio conceptual en ellos? ¿Formamos parte de una Escuela formadora de ciudadanos del siglo XXI? ¿Efemérides icon sentido!? ¿Cómo evaluar formativamente? Preguntas que espero encuentren respuestas en estas páginas en las cuales la teoría se plasma en la práctica. Soñando que gracias a su lectura logren pensarse como docentes actuales intentando ayudarlos a llevarlo a cabo. Estas son algunas de las razones que me han llevado a escribir este texto cambiando, luego de la jubilación, el aula por las páginas de un libro; aspirando liberar el futuro de cada uno de mis lectores para que se repregunten obteniendo nuevas respuestas que me gustaría compartir. Espero les sirva a todos y cada uno de Uds. Mil gracias por interesarse en buscar respuestas.

Arte, escuela, nación Patricia Dosio, 2020-11-01 ¿Qué lugar que ocupó la instrucción del dibujo en la escuela común durante el régimen conservador? ¿Cuál fue la función que pretendió dársele al dibujo? ¿De qué modo fue instrumentada su enseñanza? En un país que se encontraba en pleno desarrollo industrial, aprender dibujo se vinculó con la capacitación de futuros trabajadores, aprendices u obreros. Además, la enseñanza del dibujo se puede examinar como parte de una historia

de la observación cuyas prácticas conforman una construcción histórica y contextual que se aprende. En este sentido, el aprender a dibujar supuso la interiorización de conductas y hábitos que se fueron sistematizando, estereotipando y naturalizando a lo largo del proceso de institucionalización de los sistemas públicos de escolarización. La instrucción de la visión consiste en la formación de modos de observar, de atender, de transmitir y producir saberes en ámbitos institucionales disciplinarios. Parte de la visión que se aprende se halla regida por convenciones que orientan respecto de qué es lo que hay ver, en qué contexto y cuándo, atribuyendo determinados significados a una escena o situación dadas.

Tras las huellas urbanas Oscar Edelstein, Silvia Tabakman, 2000 Los autores vinculan en este libro los procesos de investigación histórica y la tarea didáctica, tomando al medio urbano (una ciudad) como eje estructurador de la enseñanza de las Ciencias Sociales. Luego de ofrecer una sólida fundamentación teórica, los autores presentan ejemplos, experiencias, pautas y sugerencias para el aula que han sido elaborados en contextos de especialistas y docentes. Los lectores encontrarán herramientas para la enseñanza que conjugan, en el complejo entramado de la didáctica, los conocimientos acerca del sujeto de aprendizaje, los enfoques y marcos referenciales con relación a la historia, y las necesidades, características y propósitos propios de la institución escolar.--Contratapa.

Enredados por la educación, la cultura y la política Alejandra Corbalán, Milton José de Almeida, 2005

Enseñar historia en la escuela primaria Nicolás Andrés Laino, 2025-07-15 La enseñanza de la historia es un desafío apasionante para el que Nicolás Laino ofrece estrategias de enseñanza potentes y recursos didácticos originales basados en conocimientos académicos actualizados. Las propuestas se organizan en forma de secuencias didácticas que incluyen juegos de simulación, análisis de fuentes e imágenes históricas y estudios de casos que pueden recrearse para el diseño de actos escolares. El libro ofrece temáticas comunes a los marcos curriculares de todas las jurisdicciones argentinas. El lector encontrará proyectos pensados para los diferentes ciclos de la escuela primaria. Desde los primeros grados se propone pensar y reconocer las características de la realidad social, la vida cotidiana y sus problemáticas. En los grados superiores se avanza hacia conceptos y marcos teóricos más complejos. El autor incluye un capítulo dedicado a la evaluación en ciencias sociales con ejemplos innovadores para las diferentes secuencias desarrolladas a lo largo de la obra.

Enseñar la historia en el segundo ciclo ,2000

La generación de situaciones educativas ,1996

Proyectos didácticos interdisciplinarios ,2003

Revista del Departamento de Ciencias de la Educación ,1997

Aprender y enseñar en contextos complejos María de los Ángeles Sagastizabal, 2006-05

Los manuales escolares como fuente para la historia de la educación en América Latina Gabriela Ossenbach Sauter, 2001

Lectura y vida ,2005

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