

# Estrategias Docentes Para Un Aprendizaje Significativo

**Frida Díaz Barriga Arceo, Gerardo Hernández Rojas**

*¡Manos arriba! El proceso de enseñanza-aprendizaje* Ricardo Camacho Segura, 2007

**Matemáticas para el siglo XXI** Sergio Macario Vives, 2006 Con las conferencias plenarias de Claudi Alsina, Mariano Martínez, Paulo C. Pinto Carvalho, Antonio Pérez, Luis Rico, Uldarico Malaspina y Luis Puig, comienza la recopilación que presenta el libro, de las intervenciones sobre los retos de la enseñanza actual de las matemáticas.

**Documento estratégico para la innovación en la educación superior** Universidad Pedagógica Nacional (México), Asociación Nacional de Universidades e Instituciones de Educación Superior, 2004

Estrategias docentes para un aprendizaje significativo Frida Díaz Barriga Arceo, 2010

Estrategias docentes para un aprendizaje significativo : una interpretación constructivista Frida Díaz Barriga Arceo, Gerardo Hernández Rojas, 2001

*Formar docentes para la equidad* Adriana Casamajor, Inés Dussel, Nancy Montes, Paula Pogrè, Cecilia Rodríguez, Cecilia Ros (Coordinadoras), 2011 ¿Las instituciones que reproducen circuitos de inequidad en el acceso al conocimiento pueden formar docentes para la equidad? Este libro presenta once estudios que tienen por objetivo identificar prácticas pedagógicas e institucionales que amplían las condiciones de la equidad en el acceso al conocimiento en la educación superior. Estos estudios fueron desarrollados por equipos de Institutos Superiores de Formación Docente del país, que -a partir del apoyo y la iniciativa conjunta del Instituto Nacional de Formación Docente y la Red Propone- se han abocado a la tarea de construir un conjunto de indicadores que permitan visualizar, identificar y promover factores que contribuyen a ampliar las condiciones para que sea posible el derecho a una educación de calidad. Una de las hipótesis que orientan esta construcción es que, para lograr mejores resultados en la calidad y equidad de la educación, es necesario modificar prácticas al mismo tiempo que actuar sobre las interpretaciones, conocimientos y las representaciones que tienen los actores involucrados en los problemas a resolver. El objetivo central es construir un conocimiento que trascienda el nivel micro institucional para apoyar los procesos de planificación y de gestión, para acompañar la trayectoria de los estudiantes y para sostener el desarrollo profesional del equipo directivo y docente.

*Curriculo universitario basado en competencias* Kary Cabrera Dokú, Luis Eduardo Gonzáles F., 2006 CONTENIDO: Formación universitaria basada en competencias / Luis Eduardo González / - Formación por competencias, un desafío

impostergable / Álvaro Rojas Marín / - Competencias para el ingreso y permanencia en la universidad: una propuesta para la articulación curricular entre el nivel superior y el nivel medio de enseñanza / Estela María Zalba, María Victoria Gómez de Erice / - Proceso de reflexión y evaluación curricular: una opción por la flexibilización de los programas académicos de pregrado / Ana Cristina Miranda Cárdenas / - La reacreditación y la autoevaluación como insumos para la inserción de las competencias en posgrado Centroamericano en historia de la Universidad de Costa Rica / Juan José Marín Hernández / - Hacia un currículo por competencias en la facultad de medicina Alberto Hurtado de la Universidad peruana Cayetano Heredia / Jaime Villena Chávez / - Diseño y elaboración de la estructura curricular de la asignatura tratamiento de señales bajo una visión de competencias ...

### **¿cómo Evaluar Aprendizajes en El Aula? ,**

*Hekademus - Revista Científica de la FIEE. Volumen 02. Numero 06 ,*

*Estrategias docentes para un aprendizaje significativo* Frida Díaz Barriga Arceo, Gerardo Hernández Rojas, 1997

Equipos Docentes y nuevas Identidades Académicas Joan Rué Domingo, Laura Lodeiro Enjo, 2010-06-17 ¿Por qué y sobre qué ha de coordinarse el profesorado universitario? ¿Por qué es bueno que trabaje en equipo? Esta pregunta plantea un imperativo latente y un reto fundamental a la actual cultura organizativa docente, basada en el ejercicio individual del profesorado y en la fragmentación de tareas, de responsabilidades y del conocimiento. Los cambios que propone este libro, apuntados en las diversas contribuciones y experiencias que ofrece, obedecen a las transformaciones que se están dando en la universidad española como consecuencia de nuevas demandas socio-formativas, las cuales generan nuevas necesidades, funciones y estructuras. Ello da lugar a nuevas Identidades Académicas. Lo anterior, nos sitúa en un contexto interpretativo de calado más amplio, el de la reconstrucción de las identidades académicas en relación a las funciones ejercidas dentro de ella.

**Programa de Posgrado en Ciencias de la Administración** Universidad Nacional Autónoma de México. Facultad de Contaduría y Administración. División de Estudios de Posgrado, 1999

*Estrategias docentes para un aprendizaje significativo* Frida Díaz Barriga Arceo, 2001

*Learning Styles and Strategies for Management Students* Carvalho, Luísa Cagica, Noronha, Adriana Backx, Souza, Crisomar Lobo de, 2020-03-27 Today, globalization, advances in technology, greater access to information, and communication via social networks generate an explosion of knowledge and cause the working world to experience rapid change based on knowledge and continuous learning. The challenge for universities is to have a curriculum that prepares students for this digital world, but many characteristics of the school curriculum have been unchanged for decades. Consequently, student experiences can be very different from the experiences required by the labor market. In a learning

environment, the desired results will not be achieved if several essential elements are not considered in the instructional teaching process, including learning style, age, and maturity level. *Learning Styles and Strategies for Management Students* is a critical scholarly resource that provides essential research on the growing recognition of the critical role of education through concepts and principles of styles and strategies of learning. Additionally, it explores key developments in the methodologies, strategies, and learning styles of students, mainly in management studies. Featuring an array of topics such as digital education, sustainability, and management, this book is ideal for academicians, researchers, administrators, curriculum designers, policymakers, practitioners, and students.

**Lenguas y diseño** Dulce María Gilbón, 2005

*Globalizing Approaches in Early Childhood Education* Arufe Giráldez, Víctor, Sanmiguel-Rodríguez, Alberto, Alvarez, Oliver Ramos, Padín, Rocío Rodríguez, 2024-12-06 In early childhood education, it has opened doors to shared resources, innovative teaching methods, and a broader understanding of developmental practices that benefit young learners. However, it also presents challenges, such as the risk of cultural homogenization and the difficulty of adapting global standards to fit diverse local needs. By balancing global influences with respect for local contexts, educators can harness the benefits of globalization to enrich early childhood education while preserving cultural uniqueness. *Globalizing Approaches in Early Childhood Education* presents theoretical concepts and practical tasks linked to the main areas of knowledge established in the educational curriculum of early childhood education. It discusses global approaches that allow teachers to design multidisciplinary proposals to enrich the skills and aptitudes of children in the stage from 0 to 6 years. Covering topics such as children's rights, motor skills, and work education, this book is an excellent resource for researchers, academicians, policymakers, international development organizations, educators, and more.

*El Insigne Educador Venezolano* ,

*Handbook of Anti-Discriminatory Education* Ardavan Eizadirad, Peter Pericles Trifonas, 2025-05-29 This comprehensive handbook addresses issues related to anti-discriminatory education as it relates to children, youth, young adults, families, and practitioners across a series of age groups, sectors, communities, and countries. It seeks to map a holistic interdisciplinary overview of the field examining how policies, practices, and initiatives within unique social, political, and cultural contexts have been enacted to advance anti-discriminatory education for improved equity, diversity, and inclusion outcomes leading to thriving school-community ecosystems. The work draws on a range of theoretical frameworks, hybrid perspectives, and research projects to provide multiple examples about the challenges, complexities, and nuances involved in theorizing and doing the work of anti-discriminatory education in local communities and on a macro institutional level. With intentionality, authors from various backgrounds, identities, fields, and positionalities describe and discuss various social justice and equity issues and how they strategize, mobilize, and navigate unique micro and macro dynamics affiliated with

power and privilege for the purpose of advancing the field of anti-discriminatory education. Overall, the chapters cover a range of topics and issues from various practitioners and community perspectives around the intersectionality and divergence of navigating micro lived experiences and macro institutional policies and practices to bridge the gap between theory and action with respect to anti-discriminatory education. The book is divided into 4 sub-sections: Early Childhood Education (Early years up to approx. 10 years old), Elementary and Middle School Years (approx. 11 to 14 years old), Secondary Schools (approx. 15 to 19 years old), and Higher Education (Post-Secondary).

### **Educacion superior y Programa Nacional de Educacion, 2001-2006 ,2005**

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