

Pmendez

Environmental Economics in Developing Countries Construcci3n social de una cultura digital educativa Achiransu Acharyya Enrique Ruiz-Velasco S3nchez & Josefina B3rcenas L3pez

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the covid 19 pandemic has laid bare the vulnerabilities of socio economic systems globally and exposed the risks that natural capital degradation imposes on human health economy and society this book studies the environmental challenges faced by developing economies in a post covid 19 world exploring diverse case studies from south asia and sub saharan africa the volume discusses the impact that economic development and recently covid 19 has had on the environment ecology and economy of these regions it analyses nature conservation policies aimed at minimizing ecological damage arising from economic development and discusses the policy objectives of sustainable development it also highlights the significant role that environmental economics networks have played in capacity building framing of policies using ecological economics tools and developing a local leadership trained in addressing local sustainability issues an important contribution to the study of environmental economics of the global south the book will be of interest to students and researchers of economics environment development studies development economics environmental policies and south asia studies it will also be useful for policymakers and ngos working in this field

el material contenido en este libro pretende contribuir a la construcci3n social de una cultura digital educativa en efecto profesores investigadores estudiantes directivos tomadores de decisiones y estudiosos de la educaci3n a trav3s de sus aportaciones tratan de allanar el camino para elucidar la forma en que se construye socialmente una cultura digital educativa esto es aquilatan la importancia de la construcci3n colectiva y el valor que tiene la tecnolog3a digital integrada de manera inteligente y racional a la educaci3n entendemos por cultura digital educativa al acopio de conocimientos e ideas que se generan y despliegan en el ejercicio de las habilidades intelectuales en el 3mbito educativo mediante el uso de las tecnolog3as de la informaci3n y la comunicaci3n la gran mayor3a de los trabajos expuestos en este libro se refieren al ejercicio de imaginaci3n y libertad para la generaci3n de escenarios pedag3gicos que orquestan y privilegian la utilizaci3n de modalidades educativas permeadas por las tecnolog3as en boga esto quiere decir que se ofrecen soluciones innovadoras y procedimientos eficaces desde el punto de vista cognitivo para impulsar y potenciar los procesos tecnopedag3gicos y volver atractivo l3dico y transformador el acto educativo trascendiendo la infraestructura contenidos modelos de uso la gesti3n las pol3ticas y la evaluaci3n para volver 3gil y flexible la lectura de este libro los trabajos se despliegan en dos partes en la primera parte se incluye todo lo relativo a los modelos de uso estos modelos de uso circunscriben evidentemente la parte correspondiente a la formaci3n docente y al dise3o concepci3n y puesta en marcha de contenidos digitales as3 como a la infraestructura utilizada la segunda parte est3 dedicada a los trabajos que hacen referencia a la gesti3n incluimos en la gesti3n todos los aportes relacionados con la gesti3n del conocimiento la gesti3n acad3mico administrativa as3 como

las políticas referentes a la inclusión de tic en los distintos niveles y modelos educativos y evidentemente a la evaluación educativa en su más amplia acepción con relación a la primera parte se ponen a disposición modelos de uso para la educación regular y en línea alfabetización digital lenguas tecnologías móviles ingeniería y de algunas disciplinas tales como la química la biología y una vasta proporción de ellos relativos a las matemáticas integrar tecnologías de punta para la concepción diseño y puesta en marcha de contenidos digitales es un reto que cubren algunos de los materiales en la primera parte que conforma este libro estas contribuciones se enfocan principalmente en la generación y desarrollo de objetos de aprendizaje repositorios formatos metodologías normas estándares celdas y herramientas para su producción y distribución este libro significa por sí mismo la producción de contenidos digitales listos para ser utilizados distribuidos y mejorados en función de su conocimiento las múltiples formas de relación y correlación entre individuos independientemente de sus posiciones geográficas para la comunicación y el trabajo educativo también son abordadas en este espacio se muestran experiencias trayectorias y múltiples efectos educativos que determinan comunidades educativas de aprendizaje que aprenden y colaboran en comunidad la importancia y relevancia de la formación docente se manifiesta también en la primera parte se exploran los temas relativos a cómo los docentes se apropian de la cultura digital cómo apoyan la enseñanza combinada cómo se gestionan los procesos de formación tecnopedagógica y sobre todo cómo mejorar el aprendizaje y la adquisición de competencias antes durante y después de su formación docente ciertos trabajos de este libro significan experiencias de organización y gestión educativas éstas están implicadas en un sentido de evolución y creación de retos tanto personales como institucionales se generan trayectorias para proyectos e iniciativas que coproduzcan conocimiento a través de gestiones colaborativas y asociadas la creación y uso de entornos educativos regulares y virtuales supone la formación de recursos humanos que conforman el capital intelectual y las políticas públicas producidas por las instituciones educativas para beneficio de la sociedad en este capital intelectual se incluyen profesionistas dirigentes autores desarrolladores y autoridades educativas los trabajos muestran la participación del público educativo en las políticas públicas es de vital importancia puesto que de ahí surgen las acciones para alcanzar los objetivos educativos las políticas públicas deben considerar todas las dimensiones que atañen los procesos de enseñanza aprendizaje también se vuelve importante el contraste de las políticas públicas con las acciones y tratados internacionales también se da cuenta de este fenómeno de producción de capital intelectual y políticas públicas el material desarrollado en la parte 2 de este libro nos alecciona sobre cómo poder gestionar usar experimentar investigar y explorar con programas en general y de fuente abierta asegurando la sustentabilidad independencia y masificación de muchas tecnologías educativas de hecho existe un gran movimiento de acceso y uso de recursos de fuente abierta no obstante para expandirla y generalizarla se necesita de una participación activa y decidida en el uso y generación de nuevos recursos también en este libro específicamente en la segunda parte se muestran algunos trabajos que aluden a la gestión del conocimiento operar conectado a diferentes redes de acceso y cambiar de punto de conexión sin detener o reiniciar las conexiones de red activas es una tarea común de la portabilidad y movilidad los dispositivos que tienen capacidad para realizar esas operaciones son portables y móviles algunos trabajos dan cuenta de este fenómeno tecnológico aplicado al área educativa ciertos autores entienden la educación como un sistema orgánico en red en donde no existe un único centro sino que este sistema está formado por distintos nodos que se relacionan de formas múltiples al perseguir objetivos compartir entornos y sobre todo compartir recursos de toda índole a estos trabajos se le llaman proyectos ecosistémicos cuando diversos autores nos plantean que las habilidades prioritarias en la sociedad del aprendizaje son las cognitivas nos muestran sus posturas sobre la correlación cognición versus tecnología y sobre todo el pensamiento crítico y la conceptualización del pensamiento heurístico estas posturas las encontraremos en este libro es gracias a las innovaciones tecnológicas que se producen cada vez más las convergencias tecnológicas de medios ello porque surgen nuevas combinaciones y formas de integración en el campo educativo este material muestra tanto la convergencia tecnológica de medios como la convergencia de inteligencias para la tecnología educativa por otro lado la evaluación es un proceso social continuo que se puede volver más integral y representativo de los avances cognitivos si se incluyen de manera adecuada las tecnologías a lo largo del proceso de enseñanza aprendizaje dada la importancia de la actividad de evaluación se presentan varias experiencias en este libro también aquí se dan cita trabajos relativos a las múltiples perspectivas miradas nuevas y enfoques novedosos con los que se relacionan todas las dimensiones que convergen en la evaluación de los procesos de

enseñanza aprendizaje utilizando tecnologías de la información y la comunicación así pues valga este cúmulo de prácticas para apoyar los procesos de enseñanza aprendizaje en todos los sistemas y niveles educativos de todos los actores intervinientes para entre todos coconstruir socialmente una cultura digital educativa que nos caracterice como sociedad educativa innovadora y emprendedora que disfruten su lectura el comité editorial

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