

Administracin Aplicada Teora Y Prctica Segunda Parte

Teoría y práctica en la formación docente. La educación de adultos como teoría, práctica e investigación Didáctica: teoría y práctica El Taller, integración de teoría y práctica Teoría y práctica en investigación educativa: una perspectiva internacional Catalog Reflexiones preliminares é introduccion histórica para el estudio de la teoría práctica de los procedimientos judiciales y de la práctica forense Atando teoría y práctica en la labor docente Catalog of the Latin American Collection Revista de la Universidad de Buenos Aires Archivos de pedagogía y ciencias afines Cooperativismo Teoría y práctica de la sistematización de experiencias Bibliographic Guide to Latin American Studies El Siglo médico Colección legislativa de España Revista de la Facultad de Letras y Ciencias Information Bulletin Anuario para el año Anuario para el año ... Ines Lozano Andrade Robin Usher Fátima Addine Gerardo Gómez García University of Texas. Library. Latin American Collection José López Romero Estela Aguilar Mejía University of Texas at Austin. Library. Latin American Collection Antulio Parrilla-Bonilla Arizaldo Carvajal Burbano Spain Universidad de La Habana. Facultad de Letras y Ciencias University of Puerto Rico (Río Piedras Campus). College of Agriculture and Mechanic Arts. Research Department Universidad Nacional de La Plata. Facultad de Ciencias Físicomatemáticas Puras y Aplicadas Universidad Nacional de La Plata. Facultad de Ciencias Físicas, Matemáticas y Astronómicas

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este libro trata acerca de la formación docente como un fenómeno y concepto que ha sido poco analizado desde la perspectiva sociológica se ha considerado las mas de las veces que la formación es un fenómeno ascéptico neutral y con un valor intrínseco para el bienestar de la sociedad en la mayoría de los discursos se ha omitido el hecho de que la formación es un acto social y por tanto político en distintas etapas se han desarrollado diferentes enfoques de formación cada uno de ellos en un contexto y con características propuestas e intereses distintos el libro discurre sobre las características sociopedagógicas que sostienen cada uno de estos enfoques y como esto se traduce en metodologías específicas algunas carentes de reflexión crítica la propuesta es que el educador analice su hacer comprenda desde donde está orientando su práctica y tome conciencia acerca de ello para poder realizar un acto que promueva mayor autonomía en la formación

el concepto de adulto necesitado de educación está construido sociohistóricamente y en este proceso constructivo es preciso tener en cuenta que el conocimiento académico de las necesidades educativas del mundo adulto se asocia a los resultados de investigaciones por regla general la iniciativa o el impulso para emprender una investigación suele provenir de contextos institucionales siendo su propósito servir para la toma de decisiones desde los ámbitos político o administrativo tales decisiones paradójicamente acaban afectando a personas a quienes por otras vías se les puede estar negando el derecho a pronunciarse respecto a sus propias vidas en consecuencia el conocimiento que se genera en tales situaciones ni responde a principios democráticos ni contribuye a la democracia educativa o social democratizar la producción del conocimiento sobre educación de adultos supone dar voz a quienes pueden resultar afectados por las posibles consecuencias en tal sentido puede decirse que este libro propone un ejercicio ejemplar de democracia educativa a través de su lectura somos hábilmente guiados a partir de la deconstrucción del paradigma científico dominante hacia la construcción alternativa de una nueva racionalidad que adopta como principios la hermenéutica y la conversación

el presente libro que abarca temas de didáctica en la teoría y en la práctica permite enfrentar científicamente los complejos cambios que se producen en el proceso de enseñanza aprendizaje se aspira a la calidad de los educadores es por esta razón que los planes programas y clases se elaboran y perfeccionan continuamente teniendo en cuenta las diferentes ciencias que aportan a la formación integral de niños adolescentes y jóvenes es conveniente estimular desde edades cada vez más tempranas la curiosidad la capacidad de búsqueda independiente que son puntos de partida importantes para el desarrollo de las potencialidades individuales donde desempeñan un papel esencial los maestros se tratan algunas consideraciones teórico metodológicas de la didáctica el análisis de sus componentes y categorías básicas así como las relaciones

interdisciplinarias en el currículo y el trabajo metodológico en la escuela actual se espera que el contenido de este libro contribuya a la formación científico investigativa de los profesionales de la educación y en general

la sistematización en este nuevo siglo es una posibilidad para producir conocimiento a partir de la intervención en la realidad como una teorización de la práctica vivida esa sistematización de experiencias tiene un gran significado para el trabajo social de algo que se consideraba secundario pasó a ser una actividad relevante en la profesión que convoca sus propios discursos instituciones y una comunidad de especialistas el libro teoría y práctica de la sistematización de experiencias hace un recorrido por los conceptos de sistematización la importancia de la sistematización de experiencias precisando los elementos teóricos de la sistematización se avanza en presentar varios diseños metodológicos que sirven de referencia para construir metodologías acordes a la experiencia con el objetivo de sistematizarlos al igual que se allegan instrumentos para la recolección y registro de información finalmente se aborda la presentación del proyecto y del informe o monografía de sistematización problema crucial en el desarrollo de la investigación y concluye con el lugar de lo ético y estético de la sistematización de experiencias

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