

La Mente No Escolarizada Gardner

Stella Accorinti

La mente no escolarizada : cómo piensan los niños y cómo deberían enseñar las escuelas Howard Gardner, 2013-09 La solución al problema que presenta Howard Gardner en este libro pasa, evidentemente, por la reestructuración de nuestras escuelas, pero en ningún momento desde un punto de vista teórico o alejado de la realidad, sino entendida como una consecuencia lógica de la práctica educativa. De este modo, acercándose a las investigaciones más recientes sobre el terreno del desarrollo cognitivo, Gardner acaba presentando una imagen convincente y dinámica de la mente en acción del niño, basada tanto en espectaculares experimentos llevados a cabo en las aulas y extraídos de ámbitos tan diversos como la física, la historia y las letras, como en la elaboración de modelos educativos fundados en el aprendizaje de los oficios. Las conclusiones son claras: los estudiantes de todas las edades suelen ignorar los temas que les enseñan en las aulas por la sencilla razón de que ellos ya disponen de teorías plenamente acabadas que les ayudan a dar un sentido al mundo, pero que a la vez nadie se ocupa de fomentar o alimentar.

Las cinco mentes del futuro Howard Gardner, 2008-05-29 El teórico de las inteligencias múltiples va más allá y explora el espacio de las diferentes capacidades cognitivas. Vivimos en una época de cambios descomunales caracterizados por la aceleración de la globalización, la acumulación de cantidades ingentes de información y la creciente hegemonía de la ciencia y la tecnología. Estos cambios requieren nuevas formas de aprendizaje y de pensamiento tanto en el ámbito académico como en el mundo de la economía y en el profesional. En Las cinco mentes del futuro, el destacado psicólogo Howard Gardner define las cinco capacidades cognitivas que en los años venideros van a ser las más solicitadas: la mente disciplinar, la mente sintetizante, la mente creativa, la mente respetuosa y la mente ética.

Escuelas Que Ensenan a Pensar/ Schools That Show How to Think Paula Pogré, Graciela Lombardi, 2004-06-30

Arte, mente y cerebro Howard Gardner, 2005-10 Esta obra es el fruto del sostenido interés del autor por los procesos de la creatividad humana, en particular tal como se manifiestan en las artes. Howard Gardner destaca la importancia de explorar el dominio artístico en relación con el lenguaje, y por ello estudia los componentes de la producción y el dominio artísticos desde numerosos puntos de vista: el del niño normal, el niño dotado, el niño con síntomas patológicos, el adulto normal, el adulto con lesión cerebral, el individuo procedente de un contexto cultural distinto y el del artista en la cima de su creatividad. A partir de autores como Cassirer y Langer, Goodman y Chomsky, el resultado es una reacción contra el excesivo

énfasis que los psicólogos contemporáneos ponen en el aspecto cognitivo, descuidando la personalidad, las emociones y el contexto cultural en el que necesariamente se desenvuelven los procesos mentales.

Complexity Perspectives on Language, Communication and Society Angels Massip-Bonet, Albert Bastardas-Boada, 2012-10-13 The “language-communication-society” triangle defies traditional scientific approaches. Rather, it is a phenomenon that calls for an integration of complex, transdisciplinary perspectives, if we are to make any progress in understanding how it works. The highly diverse agents in play are not merely cognitive and/or cultural, but also emotional and behavioural in their specificity. Indeed, the effort may require building a theoretical and methodological body of knowledge that can effectively convey the characteristic properties of phenomena in human terms. New complexity approaches allow us to rethink our limited and mechanistic images of human societies and create more appropriate emotion-cognitive dynamic and holistic models. We have to enter into dialogue with the complexity views coming out of other more ‘material’ sciences, but we also need to take steps in the linguistic and psycho-sociological fields towards creating perspectives and concepts better fitted to human characteristics. Our understanding of complexity is different – but not opposed – to the one that is more commonly found in texts written by people working in physics or computer science, for example. The goal of this book is to extend the knowledge of these other more ‘human’ or socially oriented perspectives on complexity, taking account of the language and communication singularities of human agents in society. Our understanding of complexity is different – but not opposed – to the one that is more commonly found in texts written by people working in physics or computer science, for example. The goal of this book is to extend the knowledge of these other more ‘human’ or socially oriented perspectives on complexity, taking account of the language and communication singularities of human agents in society.

Las inteligencias múltiples MERCEDES CIVAROLO, 2009 Este libro busca generar propuestas de enseñanza derivadas de la Teoría de las Inteligencias Múltiple y el “Proyecto Spectrum”, que permitan iniciar a los niños en el aprendizaje de un conjunto más amplio de áreas de aprendizaje, desarrollar las capacidades destacadas encubiertas y mejorar el rendimiento académico, tomando como punto de partida las habilidades detectadas en el menor.

The Unschooled Mind Howard E Gardner, 2011-03-29 Merging cognitive science with educational agenda, Gardner makes an eloquent case for restructuring our schools by showing just how ill-suited our minds and natural patterns of learning are to the prevailing modes of education. This reissue includes a new introduction by the author.

Modelos y enfoques pedagógicos. 2a edición Alexander Ortiz, 2024-12-11 En este libro se resignifica el papel de las ciencias de la educación en la configuración de los modelos pedagógicos y se hace una conceptualización teórica y metodológica de los paradigmas, enfoques y modelos, que incluye los rasgos generales de los mismos, así como los postulados teóricos y metodológicos para su configuración. Se analizan las implicaciones de las teorías del aprendizaje en los

modelos pedagógicos contemporáneos. Se exponen diversas clasificaciones y tipologías de modelos pedagógicos, tales como la pedagogía problémica, la pedagogía conceptual, la Neuroeducación, la pedagogía del amor, el modelo pedagógico emergente, y el modelo pedagógico configuracional. Se aporta una nueva clasificación de los modelos pedagógicos, que está integrada por la pedagogía tradicional, la escuela nueva, la tecnología educativa y la escuela del desarrollo integral. También se describen los componentes estructurales del modelo pedagógico de una institución educativa y cómo elaborarlo.

Teorías y enfoques psicoeducativos del aprendizaje ,2007

Learning to Apply Quince Duncan, 2013-02-22 Book Five of the Learning to Apply Series, is a consolidated version of two former manuals, titled Fieldworks (Duncan, 2010) and Applying Research (Duncan, 2010), used in 10th and 11th grades at West College High School. This reform, at the suggestion of Director Cynthia Delgado, is consistent with the fact that the undergraduate paper that Wests students prepare is developed precisely over these two academic years as a single project. During level ten-eleven, students consolidate their capacity for self-education learning how to learn, learning how to comprehend the subjects studied, and learning how to apply the knowledge acquired when faced with todays challenging and changing reality, thereby achieving the final aim of the Series. Students will design and develop an undergraduate report, (tesina in Spanish) which is the final research-report that they are expected to present as part of their graduation process. The tesina is basically an individual study that each student carries out to demonstrate his capacity to formulate a problem, confront it with a basic theoretical framework, using proper methodology and adequate techniques required to close this stage of his academic experience. The course is divided in two parts: Fieldworks, designed to recap formerly acquired knowledge, to set up a professionally oriented research plan and to complete preliminary investigation. The second part, Applying Research, guides students to the completion of their investigation and to the delivery of a competent report.

DIDÁCTICA PRÁCTICA. Eduardo Fiore Ferrari, Julia Leymonié Sáenz, 2021-02-05 Desde el pensamiento y experticia de una diversidad de reconocidos autores y didactas latinoamericanos de gran trayectoria, provenientes principalmente del Cono Sur, la obra que el lector tiene en sus manos, Didáctica Práctica, conjuga treinta capítulos que abordan sendas temáticas de gran actualidad que toman en cuenta las necesidades de la enseñanza básica, media y superior. En los capítulos se abordan asuntos de orden teórico, epistemológico e investigativo desde el reconocimiento de la existencia de diversas miradas didácticas y de múltiples problemáticas a atender. Quisiera destacar que en la obra se ha puesto atención al papel del docente no únicamente en su tarea como enseñante, sino como creador de situaciones didácticas, de materiales educativos, de entornos de bienestar y motivantes para el estudiantado, pero, sobre todo, en su cualidad de profesional reflexivo que interpela su propia actuación y marcos de referencia. Finalmente, otro aspecto que debe ponderarse en este libro es el amplio abanico de opciones teóricas y metodológicas que ofrece al lector, porque el campo de la educación en sí mismo está abierto a un sinnúmero de miradas del hecho educativo, dada su multideterminación y complejidad, la aparición

continúa de nuevas realidades educativas y de objetos de estudio insospechados.

Planificando clases interesantes Alejandro Spiegel, 2006 Este libro acerca variadas perspectivas para crear clases más interesantes y divertidas, que respetan y aprovechan la diversidad de los alumnos y docentes. A partir de su concepción y diseño, es una herramienta para el cambio: ofrece una visión no ingenua de la realidad escolar, y propone alternativas concretas para mejorar la enseñanza y el aprendizaje. Abre un abanico de opciones para que docentes y directores puedan adaptarlas en la medida de sus necesidades y de acuerdo a la realidad de cada institución. **VERSION AMPLIADA Y MEJORADA DE DOCENTE PROTAGONISTA: DOCENTE COMPOSITOR**

La educación invisible José Manuel Marrasé, 2019-10-28 Este libro quiere ayudar a recuperar el sentido más amplio y holístico de la educación. ¿Está cumpliendo la educación con sus metas básicas? En la actualidad, la educación a menudo se somete a los contenidos, olvidando que el conocimiento se asimila de forma significativa cuando el docente activa, impulsa y abre horizontes. En nuestra sociedad líquida los niños y adolescentes necesitan, más que nunca, de ejemplos positivos y de impulso. También de pensamiento crítico, de sentido ético, de actitudes proactivas, conscientes y responsables. Es necesario, más que nunca, el papel crucial de profesores inspiradores y de familias que trabajen en equipo con ellos. Es preciso recuperar verbos básicos para impregnar las aulas de aprendizaje significativo: inspirar, observar, escuchar... La educación útil a largo plazo, la que siembra la emoción del conocimiento, la que enseña a convivir en el respeto, requiere de ambientes idóneos, donde todos los alumnos se sientan protagonistas.

Juegotecas. Espacios para crear y promover actividades colectivas Evelina Brinnitzer, 2024-10-14 El libro ofrece una guía para diseñar un proyecto de juegoteca, junto a un amplio repertorio de juegos con orientaciones para su construcción y coordinación: más de 100 propuestas que abarcan juegos perceptivos, motrices, de representación, de ingenio, de mesa, rompecabezas, de lápiz y papel, con dados y cartas, de construcción, sin materiales (de interacción, atención, cooperativos y teatrales) y rincones autoinstruccionales destinados a todas las edades. Maravillosos espacios de juego pueden funcionar en diferentes instituciones, tanto escolares como del ámbito no formal y comunitario, pero: ¿cómo se organizan las juegotecas? ¿Cómo se juega en ellas? ¿Qué materiales se necesitan y cómo se los selecciona? ¿Cómo se pueden construir juegos y juguetes con materiales de desecho? ¿Qué rol cumplen los ludotecarios? Estas son algunas de las interrogantes que se resuelven con la lectura del texto. Desde la perspectiva del derecho a jugar los visitantes podrán transformarse en ludonautas para explorar, buscar y sumergirse en las actividades de la juegoteca, habitando y creando valiosos escenarios y tiempos de juego. ¿Vamos a jugar?

Jóvenes, máquinas y software Rocío Gómez Zúñiga, 2019-04-23 Este libro es el resultado de un proyecto de investigación-producción, una experiencia de creación colectiva y una espiral de invención conceptual y tecnológica desde abajo. No enfatiza en las carencias, sino en el aprovechamiento de las ricas capacidades humanas y recursos con que cuentan

las instituciones educativas, y en las posibilidades de intensa inversión de trabajo humano creativo en las máquinas. De este proceso surge el concepto de exoprogramación, entendida como la capacidad de programar socialmente los usos de tecnologías de diversa naturaleza, de viejo y nuevo tipo, sin que sean el centro del aprendizaje. Ello exige asumir el espesor y densidad local, la riqueza social y cultural de los entornos y la condición situada del conocer. El proyecto se desarrolló en la Biblioteca Pública Municipal del Deporte y la Recreación de Cali (Colombia) con un grupo de jóvenes videojugadores y se formalizó en la plataforma narrativa y digital Mi Biblio es una Nave. El libro consigna el proceso de construcción conceptual y cada uno de los recursos o aplicaciones que se desarrollaron en dicha plataforma. ¡La Nave ha despegado y ha dejado las condiciones para que otros vuelen con ella, la hagan suya y la reinventen!

Historia y perspectiva actual de la educación infantil Julio Ruiz Berrio, Carmen Sanchidrian Blanco, M. Carmen Colmenar Orzaes, M. Carmen Diego Pérez, Inmaculada Egido Gálvez, Clementina García Crespo, Montserrat González Fernández, Isabel Grana Gil, Virginia Guichot Reina, Ma José Juan-Vera, Francisco Martín Zúñiga, Alejandro Mayordomo Perez, Pedro Luis Moreno Martínez, Ángel Carlos Moreu Calvo, Eugenio Otero Urtaza, Julio Pérez López, José Manuel Prellezo García, Sara Ramos Zamora, Bernat Sureda García, Julio Vera Vila, 2010-06-02 Este libro es un compendio de los pedagogos, las corrientes pedagógicas y psicológicas, las instituciones y las prácticas más relevantes en educación infantil a lo largo de los siglos XIX y XX, es decir, desde que aparece en la génesis de los sistemas educativos hasta nuestros días. Se centra en España pero ofrece una importante panorámica de la diversidad de modelos actuales de educación infantil en Europa. Punto de referencia y consulta, este manual puede resultar imprescindible para todos los que, desde distintas perspectivas, se acerquen a la educación infantil, ya sean maestros y maestras, formadores, profesores universitarios o sus propios estudiantes. En él encontrarán algunas de las claves que permiten interpretar el sentido y el valor de este nivel educativo.

Qué significa calidad en la educación? Fernando Solana, 2002

Al rescate de la actividad infantil María Mercedes Civarolo, 2011 En la antigua China existía la creencia de que todas las personas y sus circunstancias estaban unidas entre sí por un hilo rojo que se podía torcer, enredar o tensarse, pero nunca romperse. Un hilo rojo invisible como nexo entre aquello que está destinado a encontrarse a pesar del tiempo y el espacio. Este hilo rojo es el que nos une a todos los que hemos hecho de nuestras vidas una cruzada a favor de una educación más respetuosa de la infancia, y es el mismo hilo rojo el que nos conecta con los niños y su actividad que es un rasgo particular de su cultura.

Caminando hacia mis supuestos Stella Accorinti, 2001

Los Contenidos como Herramientas para la Expansión Gaston Enrique Sepulveda Espinoza,

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