

Cuadernos Para El Aula Ciencias Sociales 4

David Jiménez Hernández,Tiberio Feliz Murias,Carlos Monge López

Orientaciones para la construcción de secuencias didácticas ,

Planificación y secuencias didácticas en la escuela primaria Beatriz Bricas,María Laura Imvinkelried,Claudia Lentinello,Marta L. Meineri,Alejandra Paione,Stella Ulrich,2022-10-01 La planificación es un aspecto central del quehacer de quienes se dedican al oficio de enseñar. Los docentes se plantean múltiples interrogantes que están en la base de toda planificación, más allá de la variedad de formatos que cada institución adopte: qué enseñar, a quiénes, con qué propósitos, son preguntas que orientan las prácticas educativas. Sin embargo, un interrogante se destaca especialmente: ¿cuál es la mejor forma de organizar los contenidos para lograr aprendizajes significativos? Este libro desarrolla respuestas para todos estos desafíos. La obra reúne proyectos de planificación y despliega secuencias didácticas en las cuatro áreas centrales del currículo: Prácticas del Lenguaje, Matemática, Ciencias Naturales y Ciencias Sociales. Se trata de cuatro iniciativas desarrolladas en diferentes contextos, con rasgos particulares, pero que comparten algo especial: en todas ellas el lector se encontrará con la experiencia de docentes que planifican la enseñanza considerando la complejidad de los contenidos, las formas de aprender y los intereses de sus alumnas y alumnos.

Cuadernos para el diálogo ,1974

Enseñar ciencias sociales con métodos activos de aprendizaje Cosme Jesús Gómez Carrasco,Jorge Ortúño Molina,Pedro Miralles Martínez,2021-06-01 La enseñanza de las ciencias sociales se encuentra actualmente ante diferentes retos educativos, epistemológicos y metodológicos. Desde el cambio de siglo, estas materias de enseñanza se han visto convulsionadas por la evolución de la sociedad-red o por el desarrollo de una modernidad líquida (con sus profundos cambios sociales, provocados por el papel de las nuevas tecnologías y el efecto cada vez más visible de la globalización) y por la introducción en los currículos de una enseñanza centrada en competencias. El objetivo de este libro es dotar de suficientes recursos intelectuales y estrategias de aula a los docentes en activo y en formación que les permita dar respuesta educativa al alumnado, y afrontar los usos y abusos del conocimiento social que se producen. Partiendo de un marco definitorio de la sociedad del conocimiento en el siglo XXI y de los retos que presenta para el conocimiento social, intentamos hallar respuestas a los nuevos retos planteados por la incorporación del método científico a las ciencias sociales. Así, abordamos actuales metodologías activas de aprendizaje, como aprendizaje basado en proyectos, aprendizaje basado en problemas,

aprendizaje-servicio, flipped-classroom y gamificación.

Una mirada al aula Lucila Parga Romero,2004

Cuadernos Prensa escuela España Ministerio de Educación y Ciencia Programa Prensa Escuela,1992

Humanidades para todos en Secundaria John Clarke,Kathryn Wrigley,1994-10-13 Incluye las materias del área de Ciencias Sociales, Geografía e Historia, y su referencia a los temas transversales. Ofrece orientaciones para definir objetivos y hacer el seguimiento del alumnado y para la organización del Centro y del aula. Demuestra que los materiales curriculares, estilos y ambientes de enseñanza pueden adaptarse a las necesidades individuales del alumnado. Dedica un extenso apartado dedicado a los recursos humanos y materiales.

Organización y gestión del aula de Educación Infantil David Jiménez Hernández,Tiberio Feliz Murias,Carlos Monge López,2023-01-24 Organización y gestión del aula de Educación Infantil pretende transmitir a los futuros maestros y maestras cómo será su profesión dentro del aula de educación infantil. Partiendo del derecho a la educación para todos, se comienza trabajando los desafíos que supone la inclusión educativa para todo docente que quiere propiciar el pleno desarrollo de su alumnado. En este ámbito, se muestra el Diseño Universal de Aprendizaje como aquella metodología que favorece el acceso al currículo a todo el mundo. Dentro del aula destacan como elementos sinónimos de calidad y eficacia un clima positivo y la convivencia. Por ello y con la finalidad de favorecer la mejora del rendimiento académico, se expone la construcción de entornos positivos mediante un modelo de convivencia. También se aborda la gestión y la organización del tiempo en esta etapa dentro del aula, pues resulta crucial el acompañamiento en los diferentes momentos de la vida cotidiana a través de la espera y la observación. Siguiendo con la organización dentro del aula, se confiere una especial atención a la existencia y uso de diferentes espacios, otorgando la relevancia que merece el desarrollo de diferentes ambientes de aprendizaje, que atiendan a aspectos físicos, pedagógicos y temporales, así como a las agrupaciones, interacciones y relaciones sociales. La organización de los recursos didácticos es un elemento central para el desarrollo de actividades y de cualquier acción dentro del aula, siendo necesario su conocimiento conceptual para los maestros y maestras, así como las múltiples clasificaciones que se pueden hacer, las maneras en las que se pueden aprovechar y sus condiciones organizativas. Otro aspecto a tener en cuenta para la gestión del aula es la comunicación como foco de atención prioritario en su dirección, para la cual se presentan técnicas y estrategias como la asertividad, la asamblea, los centros de interés o los proyectos. No se puede olvidar la importancia que tiene para cualquier docente el cultivo de sus competencias emocionales. Por esta razón, se ayuda a identificar cuáles son, analizando los elementos que contribuyen al bienestar docente, sus causas y los diferentes motivos que pueden llevar a grandes perjuicios como el denominado síndrome del burnout. Dentro de una etapa educativa como la educación infantil, es vital que se conozca una fase ineludible como es el periodo de adaptación. En esta misma línea, se desarrollan diferentes estrategias metodológicas. Una fundamental son los hábitos y rutinas, como aquellos marcos

cotidianos que van a ayudar a favorecer el aprendizaje. Además de estas, no se pueden obviar otras tan valiosas como los rincones o los talleres. Se concluye con el conocimiento de los diferentes agentes educativos que influyen en el buen funcionamiento del proceso educativo, resaltando la figura del tutor o tutora como dinamizador de la participación de las familias en el centro. Se espera que todo lo enumerado ayude a ofrecer una formación lo más completa posible en términos organizativos del futuro docente de infantil, y de esta manera poder contribuir a la asunción de la responsabilidad que se le debe conferir a esta etapa.

[El Protagonismo del Profesorado: Experiencias de aula y Propuestas Para su Formación](#) Ministerio de Educación, [Controversial Issues and Social Problems for an Integrated Disciplinary Teaching](#) Delfín Ortega-Sánchez, 2022-09-30 The scientific literature has been showing that the teaching of controversial topics constitutes one of the most powerful tools for the promotion of active citizenship, the development and acquisition of critical-reflective thinking skills (Misco, 2013), and education for democratic citizenship (Pollak, Segal, Lefstein, and Meshulam, 2017; Misco and Lee, 2014). It has also highlighted, however, the complexities, risks and interference of emotional reactions in learning about sensitive, controversial or controversial historical, geographical or social issues (Jerome and Elwick, 2019; Reiss, 2019; Ho and Seow, 2015; Washington and Humphries, 2011; Swalwell and Schweber, 2016). Recent studies have advanced in the analysis of strategies employed by teacher educators in teaching controversial issues (Nganga, Roberts, Kambutu, and James, 2019; Pace, 2019), and in the curricular decisions of teachers about this teaching (Hung, 2019; King, 2009). These developments confirm the appropriateness of discussing or developing deliberative skills and conversational learning as the most appropriate strategy for the didactic treatment of controversial issues (Claire and Holden, 2007; Hand, 2008; Hess, 2002; Oulton, Day, Dillon and Grace, 2004; Oulton, Dillon and Grace, 2004; Myhill, 2007; Hand and Levinson, 2012; Ezzedeen, 2008). The promotion of discussion on specific social justice issues has also been approached from the use of controversial or documentary images in teacher education contexts, in order to question what is happening or has happened in present and past societies (Hawley, Crowe, and Mooney, 2016; Marcus and Stoddard, 2009). In this context, the aim of this contributed volume is, on one hand, to understand the discourses and decision-making of teachers on controversial issues in interdisciplinary educational contexts and their association with the development of deliberation skills. On the other hand, it seeks to offer studies focused on the analysis of the levels of coherence between their attitudes, positions and teaching practices for the teaching and learning of social problems and controversial issues from an integrated disciplinary perspective.

Didáctica de las Ciencias Sociales y Competencia Digital Docente Defín Ortega-Sánchez, 2022-09-23 Este libro ofrece los fundamentos teóricos y las claves metodológicas necesarias para trabajar, de forma integrada y secuencial, la Didáctica de las Ciencias Sociales y la Competencia Digital Docente (CDD) en Educación Infantil. Es la primera obra

iberoamericana que, sólidamente construida desde la literatura científica internacional más reciente, analiza las bases de la enseñanza y aprendizaje de las nociones temporales, culturales, espaciales y sociales en esta etapa educativa, a partir de la implementación operativa y eficaz de las Tecnologías de la Información y de la Comunicación, y del desarrollo de la CDD del profesorado.

La Historia de España en los recuerdos escolares Xosé Manuel Souto González, José Luis Díaz, Joan Pagès Blanch, Isabel Espinoza, María Isabel Vera Muñoz, Marília Evangelina Sota Favinha, Elisa Navarro Medina, Nicolás de Alba Fernández, Antonio Portela Pruaño, María José Bolarín Martínez, Rosa Méndez García, Mónica Porto Currás, Rosa María Hervás Avilés, Bienvenido Martín Fraile, Isabel Ramos Ruiz, Javier Merchán Iglesias, Olga Duarte Pina, María Luisa García Hernández, Juan Ramón Moreno Vera, Anna Muñoz Gil, Ana Torres Soto, Carlos Fuster García, David Parra Monserrat, Jorge Sáiz Serrano, Sara Fita Esteve, Miriam Mercedes Cachari Aldunate, 2014-12-22 Desde la última década del siglo pasado, se mantiene la línea de investigación que trata de la enseñanza-aprendizaje de Historia de España en 2º de Bachillerato. Una línea que con el apoyo de diferentes instituciones y grupos de investigación, inicia una serie de publicaciones con el título La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013) organizadas en dos orientaciones. La primera está vinculada con la "memoria educativa", sobre todo con la necesidad de preservar como legado las informaciones primarias obtenidas, la segunda aborda la "difusión de los resultados alcanzados" en la que se inscribe esta publicación. En este libro que presentamos se aúnan la experiencia y la juventud de 27 profesionales de 4 países (España, Portugal, México y EE.UU.), 10 universidades (Murcia, Valencia, Sevilla, Alicante, Zamora, Barcelona, Coruña, Dayton, Évora y la UNAM de México) y especialistas de 5 ámbitos del conocimiento. El libro se estructura en dos partes, la primera recoge las aportaciones de los autores en doce capítulos organizados en cinco bloques: "La Memoria y los grupos en la enseñanza de Historia de España", "La construcción del marco investigador", "El Contexto y la motivación: dos referentes para comprender el proceso de enseñanza-aprendizaje", "La representación de la acción: profesores y enseñanza" y "La relevancia del contenido de Historia de España y su evaluación". La segunda parte, constituida por el bloque VI "Imaginando el futuro desde las evidencias del presente y el tejido del pasado: tres años de proyecto", va más allá de una mera conclusión de lo que se ha realizado, al implicarse en un discurso integrador y prospectivo construido en torno a una interpretación de los contenidos aportados en los diferentes capítulos.

Innovación Docente e Investigación en Educación y Ciencias Sociales: Experiencias de cambio en la Metodología Docente Ana Belén Barragán Martín, 2022-12-30

Innovación pedagógica y tecnologías digitales en la docencia de las ciencias sociales, 2024-12-20 La sociedad ha evolucionado constantemente, en paralelo con el surgimiento de nuevas formas de comunicación. En la actualidad, vivimos en un entorno que no solo cambia continuamente, sino que lo hace a un ritmo cada vez más acelerado. Con generaciones de

estudiantes que han crecido en un contexto marcado por lo digital, las redes sociales y la gamificación, surge la necesidad de apostar por la innovación como respuesta a los innumerables retos del presente. En el contexto de la revolución digital, donde el conocimiento y la información están al alcance de todos en cualquier momento, gracias a Internet, las redes sociales y los smartphones, la educación está experimentando una transformación radical. Ante este cambio de paradigma en el proceso de enseñanza-aprendizaje, la universidad no puede mantenerse al margen de estos fenómenos sociales actuales y debe incorporar nuevos formatos docentes más allá de la clase magistral.

The New Social Contract Between Generations Fidel Molina-Luque, 2025-05-01 The cornerstone of this book is the innovative concept of profiguration, a term coined by Fidel Molina-Luque to encapsulate the essential agreement and recognition required between generations in contemporary society. Profiguration emphasises the intrinsic value of interdependence across all age groups, fostering a holistic life experience for the young, adults and the elderly. Rooted in our social nature, especially crucial amid the current crisis, profiguration becomes a poignant antidote to loneliness. The imperative of mutual love and care is heightened, illuminating the path to a fulfilled existence. This book advocates a paradigm shift through the lenses of sociology and social sciences, stressing the urgency of a mindset overhaul. It calls for a new social contract grounded in altruism for both current and future generations, highlighting the importance of love, solidarity and dialogue. Beyond interpersonal dynamics, it underscores the pivotal roles of education, sustainability and environmental stewardship, aspiring to shape a more promising present and future within a conscientious societal framework. Tailored to engage scholars, professionals and students alike, its accessible concepts are easily comprehensible and applicable across the following fields: sociology, anthropology, social work, education, law and business administration and health studies (medicine, nursing, physiotherapy), among others. Chapters 1, 3 and 5 of this book are freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution (CC BY) 4.0 license.

Geography Education and Explorations on Human Development and Culture Honrubia-Montesinos, Cristina, Morcillo-Martínez, Antonio, 2025-01-02 Geography plays a pivotal role in shaping the development of societies worldwide, influencing cultural practices, economic activities, and political structures. Through the study of human geography—examining the spatial distribution of populations, resources, and activities—we gain insights into the intricate dynamics of societal evolution. This field provides a framework for understanding the interconnections between human activities and the natural world, while fostering critical thinking by encouraging alternative perspectives and challenging conventional wisdom. Such analytical exploration cultivates nuanced, independent thought—essential for active citizenship in a complex, rapidly changing world. Geography Education and Explorations on Human Development and Culture provides a theoretical, practical, and global vision of geography. It further provides various research around geography, culture, and education. Covering topics including intercultural skills, citizen participation, and disaster risk reduction, this book is an excellent

resource for educators, researchers, scientists, academicians, professionals, and more.

Meeting Basic Learning Needs in the Informal Sector M. Singh,2005-09-28 In advancing the vision of adult learning articulated at the International Conference on Adult Education (CONFINTEA V) held in Hamburg in 1997, the UNESCO Institute for Education has been conducting studies on the different areas and dimensions of 'Adult Learning and the Changing World of Work'. One question that has been central to this area is: What constitutes adult learning for those who traditionally secure their survival in the informal economy, as well as for those school leavers and dropouts who are forced to work in this sector? In answering this question, the informal sector or popular economy may be defined in various ways, but there is an increasing recognition that it is a phenomenon that has come to stay and that government policies aimed at economic and social development, including national education and training policies and programmes, should target those who work in this sector. In particular, basic education and continuing education and training are being seen as key to empowering people and as crucial to strategies for reducing poverty. Moreover, there is a growing awareness that education is a human right of fundamental significance to promoting decent work and humane living conditions. It is in view of such considerations that UIE and the ILO planned to conduct studies in South Asia (Nepal, Bangladesh, India) to develop an understanding of the quality provision of education and skills development in and for the informal sector.

LA INVESTIGACIÓN EN DIDÁCTICA DE LAS CIENCIAS SOCIALES GABRIEL TRAVÉ GONZÁLEZ,2020-01-11 Reseña una amplia panorámica de las líneas de investigación de la Didáctica de las Ciencias Sociales en general y de los procesos de enseñanza y aprendizaje de las nociones económicas en particular, constituye el objetivo prioritario de este trabajo que, en todo caso, evidencia el importante avance registrado por esta disciplina emergente en el ámbito científico.

Guía de la educación ambiental Jaume Sureda,Jaume Sureda Negre,1990

Cases on Historical Thinking and Gamification in Social Studies and Humanities Education Martínez-Hita, María,Carrasco, Cosme Jesús Gómez,Miralles-Martínez, Pedro,2022-06-30 Research on history education and historical thinking is becoming increasingly relevant internationally. The need for a renewal of history education is not only justified by the epistemology of history itself, but also by the demand for a methodological change in education in general, making students active protagonists in the construction of their learning and based on the development of competencies. Further study on the potential use of gamification within social studies and humanities education is required to understand its benefits and challenges. Cases on Historical Thinking and Gamification in Social Studies and Humanities Education proposes and analyzes gamification as a pedagogical innovation that can enable the renewal of the teaching and learning process of history, facilitating the active learning of historical thinking concepts while influencing students' conceptions of history as a discipline and as a school subject. Covering key topics such as historical thinking, social sciences, video games, and mobile learning, this reference work is ideal for historians, policymakers, researchers, scholars, academicians, practitioners,

instructors, and students.

Cuadernos Para El Aula Ciencias Sociales 4 Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has been much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Cuadernos Para El Aula Ciencias Sociales 4**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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