

Palabras De Despedida De Una Docente

Rolando Buenavilla Recio, Ramón Cuétara López

El docente en línea Montse Guitert (coord.), Adriana Ornellas, Gregorio Rodríguez, Maria Pérez-Mateo, Margarida Romero, Teresa Romeu, 2015-02-27 El uso intensivo y la integración de las TIC en todos los ámbitos está transformando la sociedad ofreciendo nuevos roles y haciendo evolucionar los existentes. Las posibilidades que ofrecen las tecnologías y la necesidad de actualizarse hacen que la docencia desarrollada en línea posibilite un proceso colaborativo entre docentes, que facilita la mejora de la enseñanza, la formación continua y el desarrollo profesional de los que la ejercen. Es en este escenario donde presentamos la figura del docente en línea, con un nuevo rol y determinadas funciones vinculadas a los momentos de su gestión en línea: antes de iniciar la docencia, durante la misma y al finalizar esta. Los contenidos que presentamos son fruto de la experiencia profesional de los autores como profesores de educación en línea, y a su vez de la investigación llevada a cabo en distintos proyectos de investigación en el marco de la Universitat Oberta de Catalunya (UOC).

Elegidos EDITORIAL SANTA MARIA, Patricia López de Almoño, Les propongo la lectura de este libro como una nueva apertura, reformulación, incentivación y cuestionamiento, desglosando lentamente lo que la autora nos ha regalado en estas palabras escritas como un documento de experiencia. La autora volcó su profundidad y humildad didácticas dedicadas a los niños desde muy pequeños con diferentes enunciados y distintas respuestas en la enseñanza y el encuentro con la fe cristiana. Dra. Liliana Hanna Médica UBA Hay libros y libros... autores y autores... Para mí es un orgullo y un privilegio poder presentar esta obra porque, fundamentalmente, tiene como interlocutor final al niño. Y todo catequista deberá tener siempre una especial atención y preocupación hacia esa edad en la que se forjan los fundamentos y cimientos de toda la vida, y por cierto, también, de la religiosa. Este libro quiere estar al servicio de los padres, de los catequistas y de los maestros. Tiende líneas para facilitar el abordaje concreto de las celebraciones, encuentros y momentos que harán posible un itinerario de crecimiento de la fe del niño. Su autora, Patricia, es, ante todo, madre, catequista y pedagoga, que ha sabido transitar muchos años por las salitas de jardín y ha tenido la capacidad de ver y de escuchar a niños y grandes, para descubrir sus riquezas y sus necesidades. Así es que Elegidos llega a nuestras manos siendo una obra artesanal de quien ofrece, como en las bodas de Caná, el buen vino que sólo viene después de mucha fiesta de vida y con la presencia plenificadora de Jesús, que totaliza todo. Pbro. Alejandro José Puiggari Director de la Junta de Catequista de Buenos Aires

Discurso leído en la solemne inauguración del curso académico de 1920 á 1921 Eugenio Piñerúa y Alvarez, 1920

Docente y administrativa Francisco Pedro Marotta,1933

Genaro Vázquez y Lucio Cabañas: tensiones de la memoria y movilización social Marisol López Menéndez, Amílcar Carpio Pérez, Jorge Mendoza García, 2025-07-17 El dos de diciembre de 1974 México despertó a la noticia de que Lucio Cabañas había muerto en un enfrentamiento con militares que lo buscaban en las montañas de Guerrero. El guerrillero muerto en El Otatal se convertiría en leyenda. Su figura se encadenaba a la de Genaro Vázquez Rojas, otro maestro rural devenido en guerrillero y muerto en condiciones aún poco claras en febrero de 1972. Vázquez y Cabañas se convirtieron en parte del repertorio de personajes reivindicados por distintas organizaciones sociales: grupos de estudiantes, activistas magisteriales, campesinos, familiares de detenidos-desaparecidos y otras víctimas de la Guerra Sucia, que han recurrido a su memoria para plantear y actualizar demandas, establecer formas específicas de recordarlos y hacer suyo el espacio público mediante el recurso mnemónico de su nombre e imagen. El presente volumen se ha planteado como un esfuerzo colectivo que pone sobre la mesa sucesos políticos, económicos, académicos, religiosos y de otra índole para reflexionar sobre procesos constitutivos de la memoria relativa a las figuras de estos dos personajes en particular, y en torno a las formas de constitución de la memoria de los mismos a cincuenta años de su muerte.

Memorias de una generación privilegiada Liliana Baltra, Roberto Guzmán, Osvaldo Araneda, 2013 El recuerdo, según la Real Academia Española, es hacer memoria de algo que ya pasó. Y eso es, precisamente, lo que sus autores hacen en este libro. Hacen memoria y la comparten para que podamos conocer y otros revivir lo que fue y significó para nuestro país el Instituto Pedagógico de la Universidad de Chile, de calle Macul 774. Sus autores, con notas, anécdotas y vivencias empiezan a plasmar la vida universitaria de los años 1956-1960, pero mientras avanzan en la escritura comprenden que deben ir más allá, deben dejar estampados los cambios habidos en el sistema educacional en Chile. Hacen un paralelo de lo que le significó al país poder entregar una educación gratuita, sin fines de lucro y una enseñanza de alto nivel con profesores de la categoría de un Roque Esteban Scarpa, César Bunster, Oscar Skewes y tantos otros y lo que siguió después de 1981, cuando muere el Pedagógico de la Universidad de Chile y las Escuelas Normales. La formación de profesores queda, entonces, en manos de algunas universidades e institutos formadores de maestros. Todos los que redactaron este libro dan fe de su gratitud a esa gran tradición pedagógica chilena y señalan que si no hubiera existido esa universidad gratuita y democrática en 1956, no habrían podido realizar estudios superiores.

Te cuento una historia Nefi Fernández Acosta, Angelica Vélez Atanacio, 2025-07-16 Te cuento una historia forma parte de un proyecto editorial que surge para dar voz a estudiantes y profesores de la Escuela Normal de la Huasteca Potosina (ENOHUPO), en México. Tiene, entre otros propósitos, crear un espacio de expresión institucional que contribuya a un proceso de análisis y reflexión sobre el quehacer docente y la formación de nuevos profesores para la educación básica, así como la generación de conocimiento en un ambiente intercultural, incluyente y plurilingüístico.

Por esos mundos ,1908

Diario de sesiones Uruguay. Asamblea General. Cámara de Representantes,1993

Prensa médica argentina ,1916

El Monitor de la educación común ,1920

Historia de la Universidad de Ciencias Pedagógicas Enrique José Varona. I: Instituto Pedagógico (1964 - 1976) Rolando Buenavilla Recio,Ramón Cuétara López,2020-09-02 El libro: Historia de la Universidad de Ciencias Pedagógicas Enrique José Varona II: Instituto Pedagógico (1967 - 1976) de los profesores Dr. C. Rolando Buenavilla Recio y Dr. C. Ramón Cuétara López, integra la colección: Historia de Cuba.

El profesor Notinseco José Cosentino,1971

Calaveradas y desventuras de un docente venezolano José Sant Roz,1992

La vida en las aulas Philip W. Jackson,1998-10 Ph. W. JACKSON es uno de los primeros investigadores que verdaderamente llega a prestar una gran atención a los comentarios que realizan los profesores y profesoras acerca de su propio trabajo como profesionales y a todo lo que sucede en realidad en el interior de las aulas. Esto le permite advertir que la enseñanza es una actividad mucho más compleja de lo que la mayoría de las personas acostumbran a pensar. Su preocupación fundamental radica en comprender y describir los procesos mentales y las concepciones implícitas que poseen los docentes acerca de qué es la enseñanza. El autor, en esta obra ciertamente innovadora y de gran vigencia, refleja lo que día a día acontece en el interior de los centros escolares. Para ello, realiza investigaciones de tipo etnográfico en las que abundan las observaciones intensivas de las actividades e interacciones de alumnado y profesorado y la realización de numerosas entrevistas y discusiones con los participantes. Este trabajo supone uno de los hitos que marca el inicio de las investigaciones etnográficas o cualitativas en el ámbito educativo. Entre las aportaciones más decisivas de JACKSON debemos destacar que es él quien por primera vez utiliza el concepto «currículum oculto», término que hace referencia al significado latente de los contenidos, tareas e interacciones escolares, y quien establece la distinción entre las fases preactiva e interactiva de la enseñanza. La importancia de este libro queda constatada al ser una de las obras que más se citan en todos los trabajos publicados en los últimos años; es una referencia obligada para toda persona que se interese por la práctica escolar.

La huella y el río Florencia Calvo,2000

Filosofía cristiana en el pensamiento católico de los siglos XIX y XX/3 Emerich Coreth,Walter M. Neidl,Georg Pfligersdorffer,1997-06-18 Esta obra en tres tomos trata por primera vez de un modo global a todos aquellos pensadores y escuelas de pensamiento que han filosofado en los dos últimos siglos a la luz de la fe católica.

RIB ,1976

Guía para la formación docente y práctica escolar en materia de competencia digital, diseño y producción de Recursos Educativos Abiertos (REA) Rubén Edel Navarro, Saraí Emilia Hernández Ortiz, Germán Ruiz Méndez, Claudia Marina Vicario Solórzano, 2021-12-15 La guía de formación docente tiene como objetivo sistematizar y aprovechar al máximo los logros dentro de la Sociedad de la Información, Comunicación y del Conocimiento (SICC) para la incorporación sucesiva del uso educativo de las tecnologías de la información, comunicación, conocimiento y aprendizaje digitales (TICCAD) en los procesos de enseñanza-aprendizaje, aprovechando las herramientas y plataformas educativas existentes actuales, así como sus distintos soportes y medios digitales. Elaborado con financiamiento del “Fondo Sectorial de Educación: Inclusión Digital: Educación con Nuevos Horizontes 2020” en su modalidad B (FSED_2_2020_1_163676), coordinado por la Agencia Nacional de Investigación e Innovación (ANII) del Uruguay, la Fundación Ceibal, el International Development Research Centre (IDRC)-Canadá, la Alianza para la Digitalización de la Educación en Latinoamérica y el Caribe (ADELA) en colaboración con la Red Temática Mexicana para el desarrollo e incorporación de tecnología educativa (Red LaTE México), la Corporación Universitaria para el Desarrollo de Internet, A. C. (CUDI) y la Sociedad Mexicana de Computación en la Educación (SOMECE). Responsable científico: Rubén Edel Navarro. Co-responsable científico: Germán Ruiz Méndez

Anales de instrucción primaria, 1959

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