

“Atención a la Diversidad: un camino posible hacia la Inclusión Educativa”.

CLASE 2:

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Hemos, en nuestro primer encuentro, abordado cuestiones relacionadas a la garantía y acceso efectivo de todos los sujetos al Derecho a la Educación con el propósito de comprender que, al margen de nuestros supuestos o modelos, todos los niños/as, adolescentes y/o jóvenes que habitan o pudieren habitar nuestras aulas, independientemente de las particularidades y características individuales de cada uno y en tanto **SUJETOS DE DERECHO**, tienen el derecho (valga la redundancia) de acceder a un derecho que por el simple hecho de *ser persona* le corresponde.

Sepan que valoro, enormemente, las apreciaciones y reflexiones compartidas en nuestro foro de intercambio como resultado de nuestras primeras actividades. Y es a partir de todo lo que se ha expuesto allí, que recupero un interrogante y me/les pregunto: **¿Será imposible la tarea de educar en la diferencia?** Silvia Duschatzky y Carlos Skilar (2001) exponen frente a esto que: *“afortunadamente es imposible educar si creemos que esto implica formatear por completo a la alteridad, o regular sin resistencia alguna el pensamiento, la lengua y la sensibilidad”*. Y en este sentido es que me es propicio destacar la necesidad de reconocer, en primera instancia, el hecho de que la escuela aún hoy se encuentra todavía sitiada por una pedagogía normalizadora, disciplinadora y homogeneizadora, por lo que la demanda de adecuación curricular no alcanza a superar el tratamiento formal y estereotipado de elementos de, por ejemplo, “otras” culturas.

Aunque resulte a veces incomprensible (por todo lo hemos avanzado en materia de ‘derechos’), aún hoy existen muchos colectivos sociales que se ven vulnerados en sus derechos y, como bien muchos de ustedes lo han planteado en sus intervenciones, los sectores más afectados son los más pobres. Una segunda cuestión podría tener que ver con la “discapacidad”, y más específicamente con la “integración”, ya que muchas veces ocurre que los docentes de educación “común” no sabemos qué hacer con los alumnos integrados en las diferentes escuelas y, tal vez por carecer de preparación o por desconocimiento, vulneramos de alguna manera el derecho a la educación de nuestros estudiantes.

Respecto de estos aspectos resulta necesario enfatizar la necesidad de llevar a cabo programas de intervención pedagógica desde la escuela, sobre la aceptación y la valoración positiva de la diferencia y la diversidad de aquellas personas que, por sus características

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L Reisser



Temas Cruciales II Integración Escolar:

Inclusión educativa de estudiantes con discapacidad en las instituciones de educación superior Claudia Cecilia Norzagaray Benítez, José Alberto Fraijo Figueroa, 2022-12-15 El presente libro ofrece un panorama de la inclusión de estudiantes con discapacidad en las instituciones de educación superior IES bajo las políticas educativas internacionales actuales las cuales establecen que todos tenemos derecho a una educación de calidad sin importar el sexo raza género o condición económica A través de sus nueve capítulos se plantea la relevancia de la inclusión educativa de los alumnos con discapacidad su visibilización las actitudes ante su incorporación en las escuelas su participación y los distintos retos que experimentan así como propuestas de acciones para ofrecer ambientes académicos inclusivos que fomenten la transformación de la IES

Educación especial e integración escolar y social en Cuba Paco Jiménez, 1999

Integración del alumnado de procedencia migrante en los centros escolares europeos: políticas y medidas nacionales. Informe de Eurydice, 2019-01-01 En este resumen se presentan brevemente las principales conclusiones obtenidas en el capítulo y se destacan los sistemas educativos que cuentan con las políticas más completas en cada uno de los ámbitos considerados la atención de las necesidades globales de los alumnos el apoyo a los docentes en la adopción de una perspectiva integral respecto al desarrollo de los menores y el fomento de la adopción de un enfoque escolar integral con el fin de poder atender las necesidades globales de los alumnos migrantes

Antología de Motivación Escolar en el Aula. Volumen 2 Editorial Digital UNID, 2016-09-15 En el segundo volumen de este libro docentes comparten su experiencia como resultado de realizar un curso de Académica Telmex y la Universidad Interamericana para el Desarrollo UNID llamado Manejo docente de la motivación escolar en el cual se brinda el fundamento teórico metodológico de la Motivación como un proceso inherente a la enseñanza aprendizaje esta puede ser extrínseca o intrínseca e involucra componentes cognitivos y afectivos emocionales implicando la consideración de diversos factores asociados al alumno al contexto a la instrucción y a la práctica misma del docente así como los conceptos claves necesidades metas desesperanza aprendida y las teorías motivacional humanista de Abraham Maslow y la teoría constructivista que guían el quehacer docente y le brindan estrategias de apoyo para motivar al aprendiz en sus estudios

Tecnologías y tendencias didácticas emergentes en escenarios educativos Eloy López Meneses, Santiago Mengual Andrés, Arturo Fuentes-Cabrera, Jesús López Belmonte, 2019-12-01 Los cambios socioeducativos y tecnológicos del siglo XXI han contribuido a impulsar relevantes innovaciones curriculares en las instituciones educativas que se orientan al afianzamiento de nuevas tendencias didácticas que buscan favorecer entre otras cosas la transferencia de conocimientos en contextos educativos el fomento de escenarios aumentados proactivos de aprendizaje la elaboración de MOOC colaborativos la adquisición de nuevos ámbitos competenciales digitales y el desarrollo de entornos personales de aprendizaje de modo que se invita a los estudiantes a convertirse en un futuro próximo en agentes proactivos socioculturales de la aldea global Bajo este paradigma tecnosocial el profesional de la educación debe convertirse en un promotor del uso de las tecnologías de la

información y la comunicación en ambientes formativos en dinamizador de metodologías proactivas en gestor en lo relativo a la construcción colectiva de conocimientos y en organizador y evaluador de actividades digitales a fin de atender las demandas de los discentes nacidos en una poca digitalizada La presente obra científica fructo de la reflexión introspectiva y contrastada experiencia didáctica de docentes pertenecientes a una docena de universidades ofrece desde una óptica tecnopedagógica diversas reflexiones pedagógicas modelos de enseñanza y estilos de aprendizaje en el ámbito formativo En última instancia el objetivo prioritario de este libro es ayudar a los profesionales de la educación a innovar a través de las tecnologías de la información y la comunicación de cara a la mejora de la calidad educativa y al desarrollo sostenible de la ciudadanía a global Atmósferas creativas 2 Julián Betancourt Morejón, 2008-01-01 Esta nueva edición responde a muchas de las preguntas que tienen las personas que trabajan directamente con niños promueve la creatividad del lector para nuevas estrategias actividades y dinámicas grupales El interés principal de este libro es promover la creatividad de las personas y dejar fuera los candados como ha decidido llamarles el autor para generar nuevas ideas y un cambio Es un libro con muchos estmulos principalmente juegos los cuales contienen modo de empleo duración y material didáctico para un mejor desempeño de estos Con una lista de casi 500 juegos el lector encontrará en este libro las herramientas necesarias para dejar atrás esos candados y poder transmitir a los niños seguridad tranquilidad conocimiento y diversión *Revista de educación nº 310. Innovación en la enseñanza de las ciencias*, Memoria 2006 Universidad Nacional Autónoma de México, 2007

Inclusión y exclusión educativa: M^a Begoña Alfageme González, M^a Teresa González González, Begoña Martínez Domínguez, José Miguel Nieto Cano, M^a Jesús Rodríguez Entrena, Mónica Vallejo Ruiz, 2016-09-13 El fracaso escolar persiste en los sistemas educativos y la sociedad como una roca casi inamovible a pesar de tantas urgencias y declaraciones a favor de una reducción significativa y justa de sus dimensiones y efectos Se trata ciertamente de un fenómeno muy complejo tiene raíces múltiples y es construido por factores y dinámicas que resultan tan difíciles de comprender como de combatir y alterar Nada es tan inadecuado entonces como seguir sosteniendo ideas simplificadoras y prácticas inoperantes Nada tan descorazonador y desesperante como aquellas políticas que se quedan en las ramas del árbol sin entrar en el tronco ni en el terreno que lo alimenta En los diferentes capítulos de este libro se ofrecen determinadas miradas sobre el fracaso escolar tomando como referentes teóricos las perspectivas que vienen ocupándose de la exclusión inclusión socioeducativa Se formulan interrogantes y se proponen respuestas que no son completas ni están cerradas pero apuntan en una dirección que creemos razonablemente fundada Se pasa revista a algunas políticas y programas que vienen aplicándose en este ámbito y se ofrecen valoraciones argumentadas muchas de ellas críticas Aquel sistema educativo que confine en la marginación y la exclusión a buena parte de la niñez y la juventud no debe mirar durante más tiempo hacia otro lado Est llamado a reconstruirse a fondo tanto por imperativos humanos como sociales de justicia equidad y democracia Un buen aviso seguramente para el sistema educativo español sobre todo en la educación obligatoria donde persisten más fracasos de los razonables **Actuales**

tendencias en la enseñanza del español como lengua extranjera II Asociación para la Enseñanza del Español como Lengua Extranjera. Congreso Internacional, 1996 **Revista de educación no 296. Historia del curriculum (II)** Ministerio de Educación, **Desde la Universidad a la Sociedad II** Ignacio Sánchez Díaz, 2020-01-01 Continuación de su primera selección de escritos el material reunido en este libro corresponde a las convicciones del rector de la Universidad Católica de Chile Ignacio Sánchez Díaz expuestas en columnas y cartas publicadas en periódicos y revistas así como en documentos y correos electrónicos internos de su segundo periodo 2015-2020 al mando de esta casa de estudios Este es su testimonio como actor relevante de la política realidad de la educación en Chile Aquí se encontrará una visión que reconociendo la urgencia del acontecer y los movimientos cambiantes de las opiniones del día se nutre de lo que siempre permanece fiel a sí mismo A los temas dominantes del primer ciclo se suman en la presente entrega asuntos que han marcado las circunstancias vividas por la comunidad académica tales como la emergencia de las reivindicaciones feministas la crisis de la Iglesia y la sustentabilidad Todos estos contenidos son analizados desde el prisma de la universidad pero también desde la perspectiva del bien común del país lo que cruza como un hilo esencial las acciones emprendidas por la universidad en su búsqueda de la inclusión la calidad la adecuada convivencia interna y la internacionalización Textos que se escriben en medio de los debates nucleares acerca del sentido de la educación en ellos también y sobre todo se podrá vislumbrar el horizonte hacia el que camina una auténtica Universidad Católica **Ciudadanía, democracia y participación** Encarnación Soriano Ayala, Antonio José González Jiménez, 2008-06-16 Estrategias formativas en ecosistemas de aprendizaje Eva Ordóñez Olmedo, 2024-06-24 *Revista de tecnología educativa*, 2000 *Educación para la felicidad*, 2024-10-28 *Sordera Comunicación y Aprendizaje* Núria Silvestre, Nuria Silvestre Benach, 1998-02 **Conocimiento escolar en una perspectiva histórica y comparativa** Cecilia Braslavsky, Aaron Benavot, 2014-02-01 Los currículos escolares no sólo son establecidos para preparar a los jóvenes para el mundo real sino también para imaginar un mundo anclado en los derechos individuales y en el progreso colectivo Ambos mundos el real y el imaginado reflejan cada vez más las fuerzas transnacionales En este volumen especialmente editado un grupo de académicos con diversos antecedentes y enfoques conceptuales exploran de qué manera afectan las fuerzas económicas políticas sociales e ideológicas a los currículos escolares a lo largo del tiempo y el espacio Al proporcionar enfoques regionales y globales sobre las políticas prácticas y reformas curriculares los autores van más allá de la idea convencional de que los contenidos escolares reflejan principalmente prioridades nacionales e intereses especializados Algunos enfatizan una convergencia hacia estructuras y discursos globales y estandarizados Otros sugieren que los cambios relacionados con los contenidos planeados primarios y secundarios dejan ver influencias de carácter regional o transcultural En conjunto estos estudios comparativos e históricos demuestran que las dinámicas de la elaboración de programas y reformas cada vez más están siendo forjadas dentro de contextos regionales interregionales y globales en expansión Aaron Benavot es analista principal de políticas en la UNESCO Para su trabajo en el Informe de Seguimiento de

Educación Para Todos en el Mundo y es profesor titular de licencia de la Universidad Hebrea de Jerusalén Israel Sus investigaciones se centran en los efectos de la educación en el desarrollo y la democratización en la educación masiva y en los patrones de alcance mundial de los currículos escolares oficiales Cecilia Braslavsky fue directora de la Oficina Internacional de Educación OIE de la UNESCO desde julio de 2000 hasta su temprano fallecimiento el 1 de junio de 2005 educadora notable en la esfera de la teoría y de la práctica Braslavsky realizó importantes contribuciones en el campo del desarrollo y el cambio curricular Anteriormente había sido coordinadora de Educación de la Facultad Latinoamericana de Ciencias Sociales FLASCO y directora general de Investigación Educativa del Ministerio de Educación de la Argentina

Visiones y revisiones de la discapacidad Brogna, Patricia, 2024-06-17 Visiones y revisiones de la discapacidad es una obra que reúne numerosos puntos de vista análisis ensayos estudios y estadísticas de autores de diferentes países acerca de un problema asociado ya a los derechos civiles y a una reformulación de las políticas públicas Se trata desde luego de un libro interdisciplinario que nos llevará a una nueva forma de pensar respecto a la discapacidad casi siempre envuelta de historias de segregación y discriminación El estado de la educación en América Central 2000-2008, 2008

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