



Raquel Gurevich

Sociedades y territorios en tiempos contemporáneos

**Una introducción a la enseñanza
de la geografía**



Sociedades Y Territorios En Tiempos Contemporaneos

Christian G. Meyer



Sociedades Y Territorios En Tiempos Contemporaneos:

La construcció de les identitats i l'ensenyament de les Ciències Socials, de la Geografia i de la Història Joan Pagès, Neus (coords.) González Monfort, 2009 En aquest volum es recullen les ponències presentades a les VI Jornades Internacionals de Recerca en Didàctica de les Ciències Socials organitzades pel Departament de Didàctica de les Ciències Socials de la UAB i desenvolupades al febrer del 2009 a la Universitat Autònoma de Barcelona. Les ponències reflecteixen els problemes, els reptes, les possibilitats i les estratègies per a l'ensenyament i l'aprenentatge de la construcció de les identitats a partir de la història, la geografia i les ciències socials en diferents països: Mostafa Hassani al Marroc, Carlos Arturo Sandoval a Colòmbia, Francisco Javier Dosil a Mèxic, Nadine Fink a Suïssa, Marc-André Thier David Lefrançois i Stéphanie Demers al Quebec. I les comunicacions i els posters mostren les diverses experiències d'aula i recerques que els docents estan realitzant al voltant d'aquest tema. Al final hi ha una síntesi de les aportacions i els debats que es van produir durant els tres dies de les jornades. La realització de les jornades i l'edició d'aquest llibre han tingut el suport de l'Institut Municipal d'Educació de l'Ajuntament de Barcelona, de l'Institut de Ciències de l'Educació de la UAB i de l'ajut 2008ARCS200043 concedit per l'Agència de Gestió d'Ajuts Universitaris i de Recerca de la Generalitat de Catalunya per a l'organització de congressos i jornades científiques. Geografia María

Victoria Fernández Caso, Raquel Gurevich, 2007 **Sociedades y territorios en tiempos contemporáneos** Raquel Gurevich, 2005-01 **Geographical Reasoning and Learning** Sonia Maria Vanzella Castellar, Marcelo

Garrido-Pereira, Nubia Moreno Lache, 2021-09-15 This book presents the distinctive theoretical and methodological approaches in geography education in South America and more specifically in Brazil, Chile and Colombia. It highlights cartography and maps as essential tools and provides a meaningful approach to learning in geographical education, thereby giving children and young people the opportunity to better understand their situations, contexts and social conditions. The book describes how South American countries organize their scholar curriculum and the ways in which they deal with geography vocabulary and developing fundamental concepts, methodologies, epistemological comprehension on categories, keywords and themes in geography. It also describes its use in teachers' practices and learning progressions, the use of spatial representations as a potent mean to visualize and solve questions and harnesses spatial thinking and geographical reasoning development. The book helps to improve teaching and learning practices in primary and secondary education and as such it provides an interesting read for researchers, students and teachers of geography and social studies. **The Power of**

Geographical Thinking Clare Brooks, Graham Butt, Mary Fargher, 2017-03-02 In this book geography educators from around the globe discuss their research into the power of geographical thinking and consider successful strategies to implement, improve and advance geography education in research and practice. It addresses key topics in geography education such as multicultural competence, the role of teachers, the geography curriculum, spatial thinking, geographic information systems, geocapabilities and climate change. At a global level the contributors and editors bring together the most

advanced collection of research and discussion surrounding issues in geography education The book will be of interest to geography education researchers worldwide including academics at university and teachers in schools as well as professional geographers with an interest in education *Presente y futuro de la Educación Geográfica en Chile* Fabián Araya, 2009 El Programa de Educación Geográfica de la Universidad de La Serena en conjunto con la Sociedad Chilena de Ciencias Geográficas y el Instituto Panamericano de Geografía e Historia organizaron los días jueves 7 y viernes 8 de Mayo del 2009 el Seminario Presente y Futuro de la Educación Geográfica en Chile realizado en el Campus Andrés Bello de la Universidad de La Serena Este libro recoge las ponencias presentadas en dicho seminario **Itinerarios geográficos en la escuela.**

Lecturas desde la virtualidad Geopaideia, *Pedagogía y calidad educativa en la era digital y global* Ángel Ignacio Ramírez Castellanos, 2017-01-01 La educación con vigencia calidad y pertinencia está en el primer plano de la agenda pública del siglo XXI Por ello el libro se ocupa de mostrar algunos fundamentos y propuestas que pueden resultar claves para avanzar de manera importante en el mejoramiento educativo tanto a nivel de política como de configuración e implementación de un sistema de trabajo escolar institucional eficiente y proactivo frente a las demandas de formación de esta época En principio está dirigido a quienes ejercen la docencia o la dirección de instituciones educativas lo mismo a quienes se están formando para desempeñarse en esta profesión en las escuelas normales superiores o facultades de educación Si bien los investigadores en el campo educativo no se encuentran en el escenario de los destinatarios algunas de las propuestas que se presentan podrán incorporarse al debate para ser sometidas al rigor de sus juicios de igual manera si tampoco están los políticos funcionarios de la educación o gobernantes es posible que los interesados y comprometidos con el desarrollo sustentable y sostenible del país en los planteamientos que se hacen a lo largo de sus capítulos encuentren ideas importantes para enriquecer las políticas y normas con las cuales se puede mejorar la educación **Metodología de la enseñanza de la**

Geografía Fabián Araya, Nicole Carvajal, 2010 Texto de estudio diseñado para ser utilizado por estudiantes de la Carrera de Pedagogía en Historia y Geografía Se intenta mostrar las transformaciones producidas en los últimos años en esta rama de la enseñanza **Educación geográfica para la Sustentabilidad** Fabián Araya, 2010 Este libro pretende elaborar una síntesis de las relaciones entre educación geográfica y sustentabilidad enfatizando las proyecciones de esta temática en el ámbito educativo curricular y didáctico metodológico *Trabajo escolar inteligente y vivencial* Ángel Ignacio Ramírez, 2012-05-16 El presente libro fue surgiendo como producto del intercambio constante de ideas con docentes y directivos docentes y con funcionarios del sistema educativo a lo largo del desempeño del autor como consultor sobre desarrollo educativo pertinente y de calidad a nivel de educación básica y media Los planteamientos que se exponen en el presente escrito tratan de buscar un encuentro creativo entre lo que se tiene y lo que se puede llegar a tener en función de las expectativas de calidad calidez y pertinencia del siglo XXI El libro está dirigido a docentes y directivos de las instituciones educativas tiene un propósito eminentemente práctico lograr que sus planteamientos en la medida de lo posible se conviertan en herramientas útiles para

reorientar el trabajo escolar de modo que la institución educativa se ponga a tono con los desafíos del siglo XXI en la medida que se hace vigente y eficiente en su labor Ecoe Ediciones

Percepción Y Geopolítica En La Relación Chile-Perú:

Desde El Acta De Ejecución Hasta La Demanda En La Haya Lester Cabrera Toledo, 2014-05-02 Percepción y Geopolítica en la relación Chile Per desde el Acta de Ejecución hasta la demanda en La Haya es producto de varios años de investigación en la que y sin perjuicio de la nacionalidad del autor se tiene un enfoque bastante crítico y objetivo sobre la forma en que se manejan las relaciones bilaterales entre ambos países dejando de lado lo superficial y puntualizando elementos que para el común de las personas pasan desapercibidos como lo son los discursos oficiales y aquellos que sostienen los estudiosos de la temática Eminentemente académica la presente obra busca ser fundamentalmente un elemento que ayude a destrabar la desconfianza y recelo que existe entre Chile y Per tomando además en cuenta el contexto que se vive al momento de publicar este libro en pleno proceso judicial en la Corte Internacional de La Haya por el límite marítimo

Formación docente y participación ciudadana: innovación educativa para la sostenibilidad y el desarrollo integral

Ana Isabel Callejas Albiñana, 2024-12-05 La formación docente y la participación ciudadana son elementos clave para fomentar la sostenibilidad y el desarrollo integral promoviendo la innovación educativa Este libro aborda la formación docente integrando principios de sostenibilidad en el currículum educativo promoviendo una cultura de sostenibilidad ambiental y cooperación social plantea desafíos para el desarrollo de competencias que permitan a los docentes enseñar de manera eficiente la integración de elementos de responsabilidad social para adaptarse a los cambios sociales originando comunidades más sostenibles Asimismo enfatiza en la innovación y la creatividad fomentando el pensamiento crítico ayudando a la identificación de problemas de manera innovadora mejorando la educación y preparando a los estudiantes a enfrentarse a desafíos globales de manera sostenible y responsable desde la formación inicial y continua con experiencias en todas las etapas educativas *La salida de campo... se hace escuela al andar* Nubia Moreno Lache, Liliana Angélica Rodríguez Pizzinato, Jorge David Sánchez Ardila,

Educación, pedagogía y desarrollo rural. Ideas para construir la paz

Ángel Ignacio Ramírez Castellanos, 2015-01-01 En la actual coyuntura del posconflicto lo rural reaparece de manera importante en el escenario de vida nacional y en sus políticas públicas Del desarrollo rural depender en gran medida el bienestar de los colombianos en los próximos años Por esto la educación en lo rural asume un papel relevante Si el progreso del país pasa por el desarrollo rural este tiene que pasar por las aulas educativas es en ellas donde debe potencializarse al actor o agente de desarrollo territorial que asumir la tarea de construir la nueva ruralidad en Colombia con paz justicia social emprendimiento y productividad Este libro presenta la propuesta pedagógica que el autor ha venido impulsando en varias instituciones educativas rurales del país la cual busca empoderar a niños y jóvenes en proyectos de vida en sus territorios Asimismo incluye una propuesta de lineamientos para una política pública que reconozca la ruralidad como un escenario que permite direccionar la educación desde el preescolar hasta la educación superior *Ciudad y sociedad contemporánea : Enfoques, prácticas y reflexiones*

desde su comprensión territorial Eduardo Sousa González, 2023-10-19 El propósito del presente proyecto editorial se enfoca en la profundización teórica y la aplicación práctica de lo urbano metropolitano visualizando a este espacio sui generis desde la práctica de múltiples investigaciones científicas originales e inéditas las cuales lo explican no sólo desde las diferentes orientaciones disciplinares aplicadas en el locus typicus de cada copartícipe sino también a partir de la utilización de variadas metodologías operativas vinculadas a la línea de investigación de cada autor. Dicho sea de paso todos los capítulos incluidos están firmados por académicos investigadores de carrera los cuales cuentan con una amplia y probada experiencia en su línea disciplinar de investigación. Para el propósito inicialmente declarado se evidencia que todos los capítulos contenidos en este libro están concebidos por científicos expertos quienes cuentan con sendas certificaciones entre ellas la del Sistema Nacional de Investigadores del CONACYT Mexicano. El cuerpo de autores es el siguiente: Dr. Eduardo Sousa González, Dr. Jorge Gasca Salas, Dr. Carlos E. Flores Rodríguez, Dr. Raymundo Ramos Delgado, Dr. Mario Alberto Jurado Montelongo, Dra. Rebeca Moreno Ziga, Dr. Carlos Montero Pantoja, Dra. Yesenia Hernández García, Dra. Ana Cristina García Luna, Dra. Elvira Mariela Rivas Gómez y el Dr. Carlos Estuardo Aparicio Moreno. Finalmente se tiene la certeza de que no solamente el investigador vinculado a la temática de la ciudad o la metrópoli encontrarán una diversidad de posiciones teóricas y de estudio de caso seguramente otros lectores descubrirán también un tipo de interés con una visión original interdisciplinaria y sobre todo de actualidad sobre estas concentraciones humanas. DOI: <https://doi.org/10.52501/cc.063>

Casos De Investigación E Innovación Víctor Manuel Rosario Muñoz, 2012-04-13 El propósito fundamental de este libro se ubica en recuperar casos exitosos derivados de procesos de transformación institucional en los diferentes niveles educativos en los siguientes ámbitos entre otros: práctica docente, gestión directiva y académica, metodologías de aprendizaje, el currículo por competencias, los sistemas de tutorías. También se problematiza en torno a temáticas sobre permanencia y retención de estudiantes en riesgo, acciones de vinculación con la comunidad, estudios sobre la eficiencia terminal, diseño y cambio curricular para una nueva oferta educativa, la implementación de modalidades educativas no convencionales, el diseño e implementación de políticas y programas para la sustentabilidad, equidad de género, la diversidad, los derechos humanos y los resultados de reformas educativas. Se pretende con este tipo de acciones socializar a las comunidades educativas los resultados de la innovación e investigación que se realizan en diferentes ámbitos territoriales, promover el desarrollo de la teoría relacionadas con el campo de la innovación y cambio educativo, promover el conocimiento de la realidad educativa de la Región Iberoamericana a través de la difusión de experiencias originales y conformar redes de académicos por temas de investigación.

Formación ciudadana desde la Educación Geográfica Fabián Araya, 2013 El propósito de esta monografía consiste en elaborar una síntesis de las relaciones entre educación geográfica y formación ciudadana. Se enfatizan las proyecciones de esta temática en el ámbito educativo curricular y didáctico metodológico. Está dirigida a profesores formadores de docentes en las universidades e institutos profesionales, estudiantes de pedagogía y a todas aquellas personas interesadas en los temas de educación geográfica y formación ciudadana.

Lo que puede una

escuela Julián Mónaco, Alejandro Písera, Virginia Arias, Betina Bandieri, Mariana Bordoni, Esdian Boyadjian, Horacio Busto, Vanesa Caprotta, María Cecilia Cercone, Guido Crespo Segura, Mariana Fernández Camacho, Pablo García, Laura González, Silvana Grottaroli, Vilma Intagliata, Claudia Jacob, Gabriela Jiménez, Claudia Lapenna, Natalia Losada, Verónica Mariño, Mariana Márquez, Gabriela Muollo, Rosana Nieva, Melisa Pérez, Ximena Lais Pérez, Marcela Puente, Alejandra Robert, Marta Rozenberg, Silvana Sagripanti, Valeria Suriano, Alejandra Troisi, Myriam Vigo, 2019-08-30

Qu se dice hoy de la escuela Qu se le pide Qu diagn sticos se hacen sobre su vigencia Cuando se habla de la escuela surgen una serie de lugares comunes a veces contradictorios la escuela ya no puede los pibes ya no son lo que eran los docentes tampoco est desactualizada no responde a las necesidades de los chicos en suma qued en el pasado Desde otras perspectivas se apela a un salto al futuro cuando se produzca una reforma cuando se incorporen las nuevas tecnolog as funcionar bien La escuela es una instituci n especial entre las instituciones A ninguna se le requiere m s y se la valora menos Se le atribuyen responsabilidades cada vez m s diversas y al mismo tiempo se la considera in til Lo que puede una escuela recobra el presente como un tiempo activo para la escuela Como un tiempo de pensamiento y de acci n Sale de la trampa del pasado y del futuro ni la escuela ya no sirve ni hay que esperar su evoluci n en un porvenir eternamente postergado Desde muchos mbitos se le exige a la escuela ponerse a la altura de los tiempos movilizand o sus estructuras lo que efectivamente es una necesidad pero simult neamente se espera que mantenga condiciones que ya no son posibles en ning n otro mbito de la realidad hist rico social Se trata tambi n de ir m s all de esta paradoja En este contexto los autores construyen e introducen en el campo educativo una voz distinta a la de los investigadores tradicionales los funcionarios y los comunicadores formadores de opini n En este libro aparece una voz poco frecuente en los debates sobre educaci n la voz de los que est n todos los d as en la escuela los que la hacen Es una voz que transmite experiencias realizadas no declaraciones de principios no discursos de lo que se supone que se debe hacer Aqu es la escuela la que habla de la escuela el docente mismo en un doble rol de actor e investigador

El mundo hispanohablante contemporáneo Clara Mojica-Díaz, Lourdes Sánchez-López, 2015-10-05

El mundo hispanohablante contempor neo historia pol tica sociedades y culturas is a comprehensive and innovative book for advanced students of Spanish Offering a constructivist approach to the study of the civilizations cultures and histories of the contemporary Spanish speaking world the book focuses on learning as an active process that enables learners to develop high level critical thinking skills through the exposure research examination and discussion of a variety of authentic films songs and literary texts Divided into twelve chapters each chapter begins with an introduction to the general topic followed by various activities that lead students to critically analyse a range of authentic materials Learners are able to practice higher level critical thinking and linguistic skills through a wealth of tasks and exercises which culminate in a capstone section that requires the application of the concepts learned and sources utilized throughout the lesson El mundo hispanohablante contempor neo historia pol tica sociedades y culturas offers great flexibility

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