

Alfred E. Friedl

Enseñar ciencias a los niños

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Enseñar Ciencias

José Miguel Martínez López



Enseñar Ciencias:

Enseñar ciencias Ma Pilar Jiménez Aleixandre, Aureli Caamaño Ros, Ana Oñorbe de Torre, Emilio Pedrinaci Rodríguez, Antonio de Pro Bueno, 2003-01-21 Pretende proporcionar una herramienta de trabajo al profesorado de ciencias de secundaria que se enfrenta cada día a retos como enseñar ciencias enseñar unas ciencias cambiantes lograr que mejore la imagen de las ciencias conseguir que los estudiantes aprendan a pensar científicamente En la primera parte se abordan cinco cuestiones comunes a las cuatro disciplinas el trabajo con problemas auténticos en el marco del aprendizaje situado la construcción del conocimiento y los contenidos de ciencias la comunicación y el lenguaje en las clases de ciencias la resolución de problemas y los trabajos prácticos En la segunda parte se trata la enseñanza y el aprendizaje de la biología la geología la física y la química partiendo de las preguntas clave de cada disciplina y los conocimientos construidos en respuesta a ellas abordando algunos problemas de aprendizaje detectados por la investigación didáctica y ofreciendo ejemplos de cómo llevar a cabo estas propuestas en las clases de secundaria obligatoria y bachillerato Aprender y enseñar ciencia Juan Ignacio Pozo Municio, Miguel Ángel Gómez Crespo, 2009-09-01 Esta obra es el producto de varios años de investigación y sobre todo colaboración en actividades de formación permanente del profesorado de Ciencias de la Naturaleza en la Educación Secundaria Hay numerosos datos que muestran que los alumnos en vez de asimilar las teorías y modelos científicos que les enseñan en clase interpretan el mundo de acuerdo con esquemas intuitivos o culturales ajenos a esa ciencia que se les enseña El objetivo de este libro es hacer una presentación amena y asequible para el profesor medio de ciencias en Secundaria que pueda servir como apoyo en las numerosas actividades de formación permanente que se vienen realizando para ese colectivo **Enseñar ciencias sociales con métodos activos de aprendizaje** Cosme Jesús Gómez Carrasco, Jorge Ortuño 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 Enseñanza y aprendizaje de las ciencias Wynne Harlen, 1989 Esta nueva edición revisada y puesta al día da cuenta de los profundos cambios habidos en la enseñanza de las ciencias en la

educación primaria Con un sólido fundamento teórico Wynne HARLEN presenta una perspectiva práctica para facilitar la enseñanza de las ciencias basada en la convicción de que las decisiones curriculares deben fundarse en una visión coherente de la naturaleza del aprendizaje que se pretende En esta revisión la autora ha prestado atención al desarrollo de las ideas científicas del alumnado y a la función de las destrezas procedimientos y actitudes en el aprendizaje significativo Con un estilo de divulgación muy accesible y al mismo tiempo riguroso HARLEN incorpora numerosos ejemplos de actividades prácticas sobre la forma en que el profesorado puede estimular a niños y niñas a comunicar sus propias ideas previas y sobre cómo confrontarlas con otras experiencias para facilitar procesos de aprendizaje Dos nuevos capítulos se ocupan de los aspectos teóricos y prácticos de la evaluación de la enseñanza de las ciencias así como del desarrollo de los registros correspondientes para facilitar una evaluación formativa Estamos ante una edición completamente actualizada que constituye un recurso esencial y muy práctico para el profesorado de ciencias y para quienes trabajan en el ámbito de su formación y actualización **Enseñar ciencias sociales en una sociedad multicultural. Una mirada desde el mediterráneo** José Miguel Martínez López, 2005

La experimentación en la enseñanza de las ciencias María Carmen García Gómez, 2001 Recoge las ponencias presentadas en el Curso de formación para el profesorado de enseñanza primaria para la enseñanza de las Ciencias que tuvo lugar en la Universidad Internacional Menéndez Pelayo en el verano del año 2000 Metodología de la Enseñanza de Las Ciencias Naturales, *La enseñanza de las ciencias en Europa: políticas nacionales, prácticas e investigación*, 2012 Recoge 1 El rendimiento de los estudiantes en ciencias datos procedentes de los estudios internacionales 2 El fomento de las enseñanzas de las ciencias estrategias y políticas 3 La organización del currículo y los contenidos 4 La evaluación del alumnado en ciencias 5 La mejora de la formación del profesorado en ciencias Formación inicial de maestros para la enseñanza de las ciencias. Diseño, implementación y evaluación de una propuesta de enseñanza María Martínez Chico, 2014-02-26 CD ROM

Didáctica de las Ciencias Naturales Hugo Roberto Tricárico, 2014 Ciencias naturales, 2001 Los autores desarrollan distintas propuestas para una enseñanza de las ciencias naturales basada en la investigación en el aula Partiendo de una mirada que articula el modo de conocer que propone la ciencia y los procesos de aprendizaje escolar este libro pretende acercarles a los docentes propuestas y reflexiones para recorrer junto con los estudiantes el fascinante camino de conocer e indagar el mundo natural En cada capítulo se encuentran actividades que apuntan a estimular la curiosidad la capacidad de hacer preguntas y proponer explicaciones la búsqueda de respuestas a través del diseño y la realización de experimentos y el debate colectivo para que aprender a investigar en la escuela pueda convertirse en una aventura maravillosa

Metodología de Ciencias Naturales Para la Enseñanza Básica, **Historia de las ciencias en textos para la enseñanza** Edwin Germán García Arteaga, 2009-02-23 Este libro brinda herramientas para el uso de la HC desde la perspectiva sociocultural que destaca el papel del contexto el entorno social y la dinámica cultural en la que se consideran los problemas y necesidades inherentes a la actividad científica en la construcción del conocimiento científico particularmente en

el campo de la hidrostática y la neumática hoy en día conocida como mecánica de fluidos El libro recoge la validez del uso de la historia de la ciencia con fines pedagógicos y brinda elementos para la enseñanza de la neumática e hidrostática desde una perspectiva sociocultural de las ciencias El libro está dirigido fundamentalmente a profesores de física o de ciencias naturales que muestren interés y curiosidad por la enseñanza de la neumática desde una perspectiva sociocultural del conocimiento en la construcción de significados con el aporte de la Historia de las Ciencias También puede ser leído y estudiado por estudiantes de física licenciatura en física o licenciatura en ciencias naturales o áreas afines como filosofía y sociología y que muestren interés y disposición por construir los conceptos fundamentales de la ciencia a partir del uso de la Historia de las Ciencias El libro está estructurado en dos partes La primera parte presenta los fundamentos teóricos de la investigación en torno a las diferentes formas de hacer uso de la historia de las ciencias con fines pedagógicos haciendo énfasis en la perspectiva sociocultural del conocimiento donde se destaca la ciencia como una actividad cultural y la enseñanza de las ciencias como una construcción social de significados La segunda parte y como resultado de la primera presenta a los docentes y estudiantes la introducción de los conceptos fundamentales de la neumática y la hidrostática desde la historia sociocultural de las ciencias

Renovar la enseñanza de las ciencias Richard A. Duschl, 1997-10-27 Una reflexión teórica sobre el papel que juegan la Historia de la Ciencia y la Filosofía de la Ciencia en la enseñanza y aprendizaje de las Ciencias El autor sostiene que hasta ahora ha predominado en la enseñanza la adquisición de conocimientos y propone introducir el contexto de descubrimiento como un factor sumamente eficaz el aprendizaje de las ciencias

Guía para padres y maestros de niños bilingües Alma Flor Ada, Colin Baker, 2001 This is a practical introduction to bilingualism answering the questions most frequently asked by parents and teachers on raising and educating bilingual children Both authors draw on their academic expertise and ample field experience to provide straightforward answers which contemplate multiple types of bilingual families and diverse societal conditions

Ciencias naturales y aprendizaje significativo, 2007 Qué es la ciencia qué ciencia enseñar a los niños cómo y cuándo enseñar determinado contenido Estas preguntas reflejan las preocupaciones frecuentes de muchos maestros y profesores Este libro ofrece respuestas a estas y otras cuestiones pero es sobre todo una invitación a la búsqueda de nuevos interrogantes que permitan el crecimiento profesional de quienes se dedican a la educación de niños y adolescentes Las problemáticas inherentes a la didáctica de las ciencias naturales son abordadas desde diferentes perspectivas con elementos teóricos y prácticos De este modo se promueve que los docentes y alumnos de los profesorados puedan reflexionar sobre las prácticas y encuentren una guía para la selección de contenidos y el armado de secuencias didácticas que propicien aprendizajes significativos

Enseñanza de las ciencias para una nueva cultura docente Mario Quintanilla, Agustín Adúriz-Bravo (coautor), 2022-01-31 En este libro se discuten posiciones epistemológicas diversas acerca de la enseñanza de las ciencias y los complejos procesos de comprensión y aprendizaje en el aula Se incorporan discusiones en torno a modelos de formación del profesorado de Ciencias Naturales y al desarrollo de las

reflexión sobre la práctica basados en visiones interpretativas críticas y dialógicas que orientan aprendizajes competenciales de nivel superior. Se trata de un mosaico de aportes de investigadores e investigadoras que promueven un análisis metodológico coherente y robusto teóricamente fundamentado por la sistematización de evidencias en diferentes contextos de Europa y América Latina. Esta nueva edición apoya la innovación en la formación del profesorado y en la enseñanza de las ciencias con aportes y sugerencias concretas para el trabajo de aula en las asignaturas de Física Química y Biología. Se incluyen algunas orientaciones didácticas para las prácticas experimentales, la evaluación de los aprendizajes científicos, la utilización de la epistemología y la historia de la ciencia en la enseñanza, el trabajo del lenguaje científico en las clases y el uso de la tecnología educativa. Enseñanza de las ciencias para una nueva cultura docente. Desafíos y oportunidades supone un aporte para la tarea de reconstruir las ciencias naturales y su enseñanza en nuestras escuelas y universidades. Ciencias, racionalidades y medio ambiente Carlos Eduardo Vasco Uribe (S.J.), 2006

Integrated Education and Learning Nima Rezaei, 2023-01-01

Integrated Education and Learning aims to discuss novel approaches to offer integrated educational methods. Within the last few years, educational techniques have evolved to favour critical thinking and improve learning skills. This volume links thinking and learning in educational settings and discusses diverse mechanisms that influence this association, including meta-cognitive capacity, memory, cognitive style, conceptual approaches, digitalization, teaching approaches, echoing and questioning. It embraces this discussion at all levels, from early childhood education to higher education. This book also includes teaching tips for creating a learning environment that cultivates students' creativity and critical thinking, on both online platforms and live in classroom. The book follows discussing the merits of an integrated educational paradigm that will help develop highly intellectual thinkers and will promote modern values to face current and future challenges. Finally, the book shows a balance between learning and education to enhance creativity, critical thinking and social skills. Research in Science Education — Past, Present, and Future Helga Behrendt, Helmut Dahncke, Reinders Duit, Wolfgang Gräber, Michael Komorek, Angela Kross, Priit Reiska, 2005-12-27

This truly international volume includes a selection of contributions to the Second Conference of the European Science Education Research Association, Kiel, Sept 1999. It provides a state-of-the-art examination of science education research in Europe, discusses views and visions of science education research, deals with research on scientific literacy on students and teachers' conceptions on conceptual change and on instructional media and lab work.

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