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Geografía General, Un enfoque interactivo para bachilleres de los autores Héctor Israel Ramírez Torres, Flor Araceli Ruiz Peña, Mónica Chaparro Esquivel, Rafael Antonio Olmos Bolaños y Leticia Gerónimo Mendoza, se propone desarrollar una metodología apoyada en competencias, interactiva y atractiva para los jóvenes. Los autores desarrollan 8 unidades con un enfoque metodológico que busca la construcción activa del aprendizaje mediante textos, apoyos visuales (fotografías, esquemas, gráficas, cuadros y 42 mapas), y diversas secciones: Y todo esto... ¿para qué?, Conozco y aprendo, ¿Quién, por qué y dónde? y Otros piensan que... La sección Estudio de caso tiene como objetivo que el alumno comprenda problemas concretos y proponga soluciones mediante la aplicación del conocimiento geográfico, lo que ayuda al desarrollo de competencias tales como la comunicación, el pensamiento crítico y reflexivo, así como la aplicación de los conocimientos en su entorno social. La sección de Geógrafos en acción describe los diversos campos de desarrollo profesional. En esta segunda edición se presentan nuevos estudios de caso, en cuyos textos se plasman situaciones tanto a escala mundial como nacional, relacionadas con problemáticas ambientales y políticas, así como resultados de investigaciones académicas. Además se actualizan datos estadísticos sobre población y actividades económicas, así como cuadros y gráficas con cifras complementarias de años más recientes, y se modificaron algunos mapas de temática económica y social como: la explotación de petróleo y el Índice de Desarrollo Humano (IDH). De igual manera se reemplazaron algunas de las biografías que componen la sección de Geógrafos en

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acción, con el fin de mostrar una mayor diversidad de profesionistas de la disciplina insertados en el mercado laboral. Se mejoró la calidad de imágenes, esquemas y un nuevo diseño de interiores brinda una grata experiencia visual para el lector.

En esta colaboración poco común y de largo aliento entre un académico historiador y un profesional de la educación, Fernando Alanís y René Medina, ponen el dedo en la llaga de la enseñanza de la historia a nivel posgrado en México al formular la siguiente paradoja: ¿Cómo puede lograr un profesor-investigador del campo de la historia formar una nueva generación de docentes de la actual era digital de los conocimientos, si carece de una orientación pedagógica, sobre todo una acorde con los nuevos tiempos?

This book presents the conceptual framework underlying the fifth cycle of PISA, which covers reading, science and this year's focus: mathematical literacy, along with problem solving and financial literacy.

CLIL (Content and Language Integrated Learning) has emerged since the millennium as a major trend in education. Written by Do Coyle, Philip Hood and David Marsh and drawing on their experience of CLIL in secondary schools, primary schools and English

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language schools across Europe, this book gives a comprehensive overview of CLIL. It summarises the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice. This book acknowledges the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge, while providing theoretical and practical routes towards successful practice for all.

What are students learning? Throughout the world, governments striving to improve educational quality are turning to national assessments to provide this much-needed information in key curriculum areas. The capacity for carrying out national assessments has grown remarkably in recent years, but it has not been matched by widespread use of their findings. This book seeks to maximize an appreciation for the value of such data and to assist countries in exploiting the knowledge that national assessments yield. Using the Results of a National Assessment of Educational Achievement identifies the main factors affecting the use of national assessment findings. These include the political context in which an assessment is carried out, the nature of the assessment (census based or sample based), the assignment of accountability for the results, and the quality of assessment instruments. The book describes the type of information that the main report of a national assessment should contain, as well as other means of communicating findings to technical and nontechnical audiences. It outlines general considerations in

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translating national assessment results into policy and action, and examines specific procedures for using the data in policy making, educational management, teaching, and promoting public awareness. The topics addressed in this volume should be of interest to policy makers, educators, researchers, and development practitioners.

Written by one of America's foremost geographers, *Postmodern Geographies* contests the tendency, still dominant in most social science, to reduce human geography to a reflective mirror, or, as Marx called it, an "unnecessary complication." Beginning with a powerful critique of historicism and its constraining effects on the geographical imagination, Edward Soja builds on the work of Foucault, Berger, Giddens, Berman, Jameson and, above all, Henri Lefebvre, to argue for a historical and geographical materialism, a radical rethinking of the dialectics of space, time and social being. Soja charts the respatialization of social theory from the still unfolding encounter between Western Marxism and modern geography, through the current debates on the emergence of a postfordist regime of "flexible accumulation." The postmodern geography of Los Angeles, exposed in a provocative pair of essays, serves as a model in his account of the contemporary struggle for control over the social production of space.