

Aprendizaje Hipermedia Smartphone

Henry Jenkins,David Thorburn,Brad Seawell

La educación mediática y los profesionales de la comunicación Alejandro Buitrago, Eva Navarro y Agustín García Matilla, 2015-11-16 Este libro recoge los testimonios de los profesionales de la comunicación sobre un asunto de máxima actualidad y da algunas respuestas a preguntas tales sobre: ¿Cómo enfocar las múltiples alfabetizaciones necesarias para reforzar la formación de una ciudadanía más educada? ¿En qué competencias deberíamos formar a los ciudadanos? ¿Cuáles son los principales contenidos que los profesionales de la comunicación deberían conocer? ¿Cómo renovar unas metodologías docentes obsoletas que no se corresponden con las exigencias del actual universo transmedia?

Mobile learning Raúl Santiago, Susana Trbaldo, 2015-03-01 El esfuerzo que se está haciendo en los últimos años por acercar a los profesores y a las escuelas elementos que favorezcan un cambio que les permita responder de manera adecuada a las diferentes necesidades sociales y educativas es grande, y prueba de ello tiene el lector en este libro, que aborda una cuestión de gran relevancia: el aprendizaje móvil y las herramientas para llevarlo a cabo, materia que forma equipo con otros de esta serie como el referido a la Flipped Classroom o aquel otro relativo a las Metodologías inductivas. Todos ellos tienen, desde sus ángulos de análisis respectivo, un denominador común: el cambio de paradigma de una escuela transmisora de información, centrada en el profesor y la enseñanza, a otra parcialmente productora de conocimientos y centrada en el alumno y el aprendizaje. Estamos pues ante un libro de vanguardia que realiza un recorrido completo no solo por los prados de las dimensiones más técnicas y arduas de la tecnología móvil, sino también por el sentido de esta en la promoción de un cambio de metodología, de enfoque, de modelo de enseñanza y de educación. Como ya he mencionado antes, forma un trío excelente con los libros ya publicados sobre el modelo flipped y los enfoques metodológicos inductivos; aquellos por su enfoque hacia la personalización y la centralidad del estudiante frente al profesor, el presente por su transversalidad, en la medida que hace posible un aprendizaje no solo centrado en el alumno, sino ubicuo.

12 Ideas Clave. Enseñar y aprender historia Maria Feliu Torruella, F. Xavier Hernández Cardona, 2011-10-04 Propuesta desacomplejada que pone el énfasis en la enseñanza del método para potenciar un saber que permita superar las visiones ideologistas y doctrinarias que a menudo han tipificado la presencia de la historia en las aulas.

Arte y museos del siglo XXI: entre los nuevos ámbitos y las inserciones tecnológicas M^a Luisa Bellido Gant (ed.), 2014-01-24 Este libro pretende centrarse en el surgimiento y consolidación de nuevas tipologías museísticas que se adaptan a colecciones alternativas, y en los avances que las TICs están aportando al museo y a la obra de creación. Se estructura en tres grandes bloques dedicado a “Nuevos ámbitos de musealización” donde se recogen ejemplos de museos y exposiciones de fotografía, cine, arquitectura, patrimonio inmaterial y musealización del territorio con el caso de las ciudades mineras de Latinoamérica. Un segundo bloque dedicado a los “Museos y las TICs”, tema ampliamente abordado por la historiografía pero que requiere de actualización constante y donde se reflexiona sobre el genoma digital del museo y su problematización digital, las relaciones entre lo tecnológico y la educación, temas de propiedad intelectual y museos, TICs y discapacidad. El tercer bloque dedicado al “Arte y TICs” analiza los cambios y al surgimiento de nuevas prácticas artísticas como el computer art, el video mapping o el videojuego, también a las transformaciones que la Realidad Aumentada está otorgando a dichas manifestaciones y como se abordan los nuevos proyectos curatoriales.

Entertainment Computing - ICEC 2012 Marc Herrlich, Rainer Malaka, Maic Masuch, 2012-08-30 This book constitutes the refereed proceedings of the 11th

International Conference on Entertainment Computing, ICEC 2012, held in Bremen, Germany, in September 2012. The 21 full papers, 13 short papers, 16 posters, 8 demos, 4 workshops, 1 tutorial and 3 doctoral consortium submissions presented were carefully reviewed and selected from 115 submissions. The papers are organized in topical sections on story telling; serious games (learning and training); self and identity, interactive performance; mixed reality and 3D worlds; serious games (health and social); player experience; tools and methods; user interface; demonstrations; industry demonstration; harnessing collective intelligence with games; game development and model-driven software development; mobile gaming, mobile life – interweaving the virtual and the real; exploring the challenges of ethics, privacy and trust in serious gaming; open source software for entertainment.

Is Technology Good for Education? Neil Selwyn, 2016-06-07 Digital technologies are a key feature of contemporary education. Schools, colleges and universities operate along high-tech lines, while alternate forms of online education have emerged to challenge the dominance of traditional institutions. According to many experts, the rapid digitization of education over the past ten years has undoubtedly been a ‘good thing’. Is Technology Good For Education? offers a critical counterpoint to this received wisdom, challenging some of the central ways in which digital technology is presumed to be positively affecting education. Instead Neil Selwyn considers what is being lost as digital technologies become ever more integral to education provision and engagement. Crucially, he questions the values, agendas and interests that stand to gain most from the rise of digital education. This concise, up-to-the-minute analysis concludes by considering alternate approaches that might be capable of rescuing and perhaps revitalizing the ideals of public education, while not denying the possibilities of digital technology altogether.

Sustaining Mobile Learning Wan Ng, Therese M. Cumming, 2015-07-16 Mobile technologies are one of the fastest growing areas of technology in education. For learners, they offer an appealing opportunity to transcend teacher-defined knowledge and approaches by being able to access multiple, alternative sources of information anytime and anywhere. While the pace of engagement with and research into the educational applications of mobile technologies has picked up dramatically in the last decade, there is no consolidated view of how to sustain the practices or opportunities that are being explored. Sustainability is a complex but crucial issue in mobile learning as educational institutions are usually required to make substantial investments in mobile devices and associated technologies, time and training to initiate mobile learning programs. The complexity of sustainable mobile learning programs is further exacerbated by the fast pace of change of digital technologies, where with every change, new possibilities are opened up and investments required. In addition, educators are still attempting to reconcile institutions of formal education with informal mobile learning. The book addresses these issues, with a particular focus on: exploring the challenges surrounding the sustainability of mobile learning in K-12 and higher education investigating the importance of sustaining mobile learning for diverse populations of students globally discussing theoretical models for the sustainability of mobile learning providing the reader with strategies for sustaining mobile learning. Presenting new research alongside theoretical models and ideas for practice, the book will appeal to researchers, academics, and postgraduate students in the fields of education and mobile learning, as well as those working in teacher education.

Flipped learning Prieto Martín, Alfredo, 2017-06-06 Aporta al profesorado todos los conocimientos y estrategias que necesita adquirir para llevar a cabo con éxito el modelo de aprendizaje inverso (flipped learning) que tan buenos resultados está dando a miles de profesores de todos los niveles educativos en el mundo. El libro es un manual de ayuda para docentes que quieren empezar a implementar metodologías de aula inversa en sus asignaturas. Aporta conocimientos básicos

sobre el modelo de aprendizaje inverso, así como información relevante sobre las distintas metodologías y herramientas tecnológicas que pueden usarse en distintas asignaturas y áreas de conocimiento. Especialmente útiles son los capítulos en los que se explica cómo implementar las distintas metodologías de fomento del estudio previo (Just-in-Time Teaching, Peer Instruction, Team Based Learning y PEPEOLA) y cómo lograr motivar a los alumnos a realizar el estudio previo mediante técnicas de marketing del modelo y de gamificación. También es de gran utilidad el capítulo sobre cómo analizar las respuestas de los alumnos tras la interacción con los materiales, a fin de conocer cuáles son sus intereses y dificultades reales; en el libro se muestran diversos modos de aprovechar este feedforward procedente de los alumnos para replantear las clases, teniendo en cuenta sus intereses y dificultades, proporcionándoles así el feedback que más necesitan. Finalmente, el libro presenta también resultados de experiencias de este modelo, llevadas a cabo con éxito en varias asignaturas universitarias de distintos grados.

De la piedra al pixel Marina Garone Gravier, Isabel Galina Russell, Laurette Godinas, 2019-11-29 Una obra que comprende ensayos, con una amplia mirada internacional, para el estudio del libro manuscrito, impreso y digital. Éstos utilizan modelos teóricos que combinan tanto los dos enfoques predominantes para el estudio del libro, como el menos explorado. Encontramos así, el que se podría denominar ideológico, el cual considera al libro como reflejo parcial de las mentalidades de las culturas donde se desarrolla; por otro lado está el enfoque comercial, aquel en que se pone especial atención a la circulación de los libros y por último el menos explorado, el denominado material, que atiende el desarrollo, la evolución y las aplicaciones de los aspectos materiales en el libro.

Technology-Enhanced Learning Nicolas Balacheff, Sten Ludvigsen, Ton de Jong, Ard Lazonder, Sally Barnes, 2009-03-24 Technology-enhanced learning is a timely topic, the importance of which is recognized by educational researchers, practitioners, software designers, and policy makers. This volume presents and discusses current trends and issues in technology-enhanced learning from a European research and development perspective. This multifaceted and multidisciplinary topic is considered from four different viewpoints, each of which constitutes a separate section in the book. The sections include general as well as domain-specific principles of learning that have been found to play a significant role in technology-enhanced environments, ways to shape the environment to optimize learners' interactions and learning, and specific technologies used by the environment to empower learners. An additional section discusses the work presented in the preceding sections from a computer science perspective and an implementation perspective. This book comes out of the work in Kaleidoscope: a European Network of Excellence in which over 1,000 people from more than 90 institutes across Europe participate. Kaleidoscope brings together researchers from diverse disciplines and cultures, through their collaboration and sharing of scientific outcomes, they are helping move the field of technology-enhanced learning forward.

Concepciones educativas en el pensamiento actual Tamara Pando Ezcurra, Raúl Cabrejos Burga, 2018-12-05 Este libro nos permite tener amplitud de los diferentes saberes y trazar caminos que permitan el análisis de los procesos de enseñanza, aprendizaje e innovación, cuidando minuciosamente las relaciones de sociedad, cultura y escuela permitiendo de esta manera la constante reflexión entre el saber y la práctica. Caminante no hay camino se hace camino al andar... es una frase metafórica que pretende darle sentido a esta obra de gran conocimiento, la cual invita a mirar las concepciones sobre pedagogía, maestro y práctica pedagógica e innovación. Ese camino implica en el maestro fundamentarse, tener un amplio pensamiento crítico para reflexionar, analizar, tener una postura política y ética que le permita proponer desde la realidad cambios educativos, recuperando de esta manera, la voz del maestro como intelectual de la educación.

Hablar de formación, maestro y pedagogía actualmente, es reconocer que existe un saber y una práctica en la cual, parece que se volviera a plantear lo que ya muchos han discutido; sin embargo al hacer un estudio de esas concepciones es inevitable evidenciar que este debate sigue en construcción. Por lo tanto, esta obra explora las concepciones que en el devenir académico nos permite conocer la pedagogía como la base de la formación, como el saber, como el eje fundamental del docente lo cual marca el horizonte de su quehacer diario. La práctica, la teoría y el saber pedagógico deben ir siempre en constante armonía. Esto permite que al recibir formación puedan vislumbrar concepciones que al relacionarlas con la práctica pedagógica y la innovación les posibilite la emergencia de nuevas propuestas pedagógicas que mejoren en todas las dimensiones a los profesionales del campo de la educación.

La educación mediática en entornos digitales. Retos y oportunidades de aprendizaje. Rafael Marfil-Carmona, Gema Paramio-Pérez, Patricia de-Casas-Moreno, Ignacio Aguaded, Marciel A. Consani, Margarita Norma Herrera Orozco, Marcela Iglesias-Onofrio, Isidro Marín-Gutiérrez, Andrea Velásquez Benavides, Catalina Mier Sanmartín, Macarena Parejo-Cuéllar, Daniel Martín-Pena, Cristina Núñez-Manzano, Cristina Martorell Castellano, Carolina Serra Folch, Alejandra Muñoz Jiménez, Gloria Oliva Rodríguez-Garay, Martha Patricia Álvarez-Chávez, Sandra Riquelme-Sánchez, Daniel Rodrigo-Cano, 2019

Selección, elaboración, adaptación y utilización de materiales, medios y recursos didácticos en formación profesional para el empleo CORRALES ÁLVAREZ, MARIO, 2015-01-01 Una de las principales tareas que deben desempeñar los docentes en cualquier materia consiste en seleccionar, elaborar, adaptar y utilizar tanto materiales como medios y recursos didácticos para su aplicación en acciones formativas de FPE (Formación Profesional para el Empleo). En este libro veremos cómo realizar la adaptación y la selección de los materiales gráficos en diferentes tipos de soporte y cómo elaborar estos medios y recursos atendiendo a criterios metodológicos y de eficiencia; además, aprenderemos a seleccionar, adaptar y elaborar material audiovisual y multimedia para el desarrollo de los contenidos y a utilizarlos atendiendo a la modalidad de impartición de la información. Cada capítulo se complementa con una batería de actividades, cuyas soluciones están disponibles en www.paraninfo.es. Los contenidos del libro se ajustan fielmente a los establecidos en el MF 1443_3 Selección, elaboración, adaptación y utilización de materiales, medios y recursos didácticos en formación profesional para el empleo, perteneciente al certificado de profesionalidad Docencia de la formación profesional para el empleo, regulado por el RD1697/2011, de 18 de noviembre, y modificado por el RD 625/2013, de 2 de agosto.

Understanding Models for Learning and Instruction: Dirk Ifenthaler, Pablo Pirnay-Dummer, J. Michael Spector, 2008-02-22 The pioneering research and theories of Norbert Seel have had a profound impact on educational thought in mathematics. In this special tribute, an international panel of researchers presents the current state of model-based education: its research, methodology, and technology. Fifteen stimulating, sometimes playful chapters link the multiple ways of constructing knowledge to the complex real world of skill development. This synthesis of latest innovations and fresh perspectives on classic constructs makes the book cutting-edge reading for the researchers and educators in mathematics instruction building the next generation of educational models.

Códigos comunicativos y docencia Javier Rodríguez Torres, 2014-07-24 Una serie de investigadores punteros de varias universidades mundiales han recibido el encargo de analizar la última vanguardia en comunicación. Así, se han podido recopilar sus investigaciones y reflexiones en torno a los nuevos contenidos (in)formativos a partir de las reformas que ha supuesto el Espacio Europeo de Enseñanza Superior (EEES o Plan Bolonia) como reto innovador en las aulas en tanto en cuanto contenidos y fórmulas. Esta aportación intelectual a las nuevas corrientes docentes se ha plasmado en un trabajo, multidisciplinar y variado, que se presenta en formato de libro, patrocinado por el Fórum Internacional de Comunicación y Relaciones Públicas (Fórum XXI), la Sociedad Española de Estudios

de la Comunicación Iberoamericana (SEECI) y el Grupo de Investigación Validado Complutense Concilium. En estas páginas el lector podrá hallar un selecto grupo de trabajos encargados a unos autores comprometidos con las reformas educativas, quienes conforman la vanguardia actual en el campo de la Comunicación, para la confección de un estudio prospectivístico sobre las directrices por las que se encaminan los referentes de la nueva Universidad derivada del EEES. A través de los títulos recogidos en la colección Nuevo Impulso Educativo se pueden atisbar las líneas que marcarán el futuro de la realidad universitaria en los campos docentes e investigadores sobre contenidos y formas durante el próximo lustro

Understanding New Media Kim H. Veltman, 2006 This book outlines the development currently underway in the technology of new media and looks further to examine the unforeseen effects of this phenomenon on our culture, our philosophies, and our spiritual outlook.

Vocational Education and Training in Spain Carlos Otero Hidalgo, Andrés Muñoz Machado, Aitor Marcos Sánchez, 2001 This monograph on the vocational education and training (VET) system in Spain is one of a series on VET systems in the European Union Member States. Chapter 1 provides this background information: political and administrative structures, population, Spanish economy, and employment. Chapter 2 describes the current education system. Chapter 3 covers history, the vocational training system, initial vocational training, vocational training for employed workers, and vocational training for the unemployed. Chapter 4, on the regulatory and financial framework, describes administrative arrangements and financing of education and training. Chapter 5, on qualitative aspects of vocational training, focuses on certification and qualifications, teachers and training of trainers, and vocational guidance. Chapter 6, on trends and perspectives for vocational training, discusses the national vocational training program (1998 to 2002) and the national action plan for employment (1988). Appendixes include acronyms and abbreviations; a list of legal instruments; a list of principal bodies responsible for the provision or regulation of vocational training; definitions of basic terms; and a 27-item bibliography. (YLB)

El EEES como marco de desarrollo de las nuevas herramientas docente Mariona Visa Barbosa, 2014-08-06 Una serie de investigadores punteros de varias universidades mundiales han recibido el encargo de analizar la última vanguardia en comunicación. Así, se han podido recopilar sus investigaciones y reflexiones en torno a los nuevos contenidos (in)formativos a partir de las reformas que ha supuesto el Espacio Europeo de Enseñanza Superior (EEES o Plan Bolonia) como reto innovador en las aulas en tanto en cuanto contenidos y fórmulas. Esta aportación intelectual a las nuevas corrientes docentes se ha plasmado en un trabajo, multidisciplinar y variado, que se presenta en formato de libro, patrocinado por el Fórum Internacional de Comunicación y Relaciones Públicas (Fórum XXI), la Sociedad Española de Estudios de la Comunicación Iberoamericana (SEECI) y el Grupo de Investigación Validado Complutense Concilium. En estas páginas el lector podrá hallar un selecto grupo de trabajos encargados a unos autores comprometidos con las reformas educativas, quienes conforman la vanguardia actual en el campo de la Comunicación, para la confección de un estudio prospectivístico sobre las directrices por las que se encaminan los referentes de la nueva Universidad derivada del EEES. A través de los títulos recogidos en la colección Nuevo Impulso Educativo se pueden atisbar las líneas que marcarán el futuro de la realidad universitaria en los campos docentes e investigadores sobre contenidos y formas durante el próximo lustro

Social Reading José-Antonio Cordón-García, Julio Alonso-Arévalo, Raquel Gómez-Díaz, Daniel Linder, 2013-10-31 Contemporary developments in the book publishing industry are changing the system as we know it. Changes in established understandings of authorship and readership are leading to new business models in line with the postulates of Web 2.0. Socially networked authorship, book production and reading are among the social and discursive practices starting

to define this emerging system. Websites offering socially networked, collaborative and shared reading are increasingly important. Social Reading maps socially networked reading within the larger framework of a changing conception of books and reading. This book is structured into chapters covering topics in: social reading and a new conception of the book; an evaluation of social reading platforms; an analysis of social reading applications; the personalization of system contents; reading in the Cloud and the development of new business models; and Open Access e-books. Discusses social reading as an emerging tendency involving authors, readers, librarians, publishers, and other industry professionals Describes how the way we read is changing Presents ways in which the major players in the digital content industry are developing specific applications to foster socially networked reading

Democracy and New Media Henry Jenkins,David Thorburn,Brad Seawell,2004 Essays on the promise and dangers of the Internet for democracy.

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