

Usar el cerebro

Facundo Manes
Mateo Niro

Conocer nuestra mente
para vivir mejor



Usar El Cerebro Contextos

Lauren Gardner



Usar El Cerebro Contextos:

Usar el cerebro Facundo Manes, 2014-06-01 Como tomamos cada una de nuestras decisiones. ¿Qué es la conciencia? ¿Y qué son las emociones? ¿De dónde viene la inteligencia? El cerebro humano es la estructura más compleja del universo tanto que se propone el desafío de entenderse a sí mismo. Todo lo que hacemos depende de esta máquina que contiene más neuronas que las estrellas que existen en nuestra galaxia. Hasta hace solo algunas décadas estas incógnitas eran abordadas únicamente por filósofos, artistas, líderes religiosos y científicos que trabajaban de manera aislada. Sin embargo, en los últimos años las neurociencias emergieron como una nueva herramienta para intentar entender estos y otros enigmas. Por tratarse de una disciplina tan importante ligada a preguntas e interrogantes vitales es fundamental que su trabajo y sus logros no queden atrapados en laboratorios sino que sean conocidos y compartidos por todos y cada uno de nosotros. Por eso un libro como *Usar el cerebro* se vuelve indispensable. Porque Facundo Manes, una autoridad internacional en el tema de la mano de Mateo Niro, no solo deja en claro que el estudio neurocientífico resulta tan apasionante como innovador sino también que más allá de sus alcances ha logrado progresos y descubrimientos que permitieron enriquecer la calidad de vida de millones de personas. En pocas palabras: conocer nuestra mente para vivir mejor.

La enseñanza de la historia en el contexto bilingüe

Ernesto Ferrando Llimós, 2023-09-14 El libro aborda los desafíos que presenta el aprendizaje de la historia en el contexto educativo bilingüe desde una perspectiva teórica y práctica. Acorde con este planteamiento inicial, la obra analiza los distintos aspectos que confluyen en la integración del contenido histórico con una lengua extranjera, particularmente la española. En primer lugar se exponen las bases metodológicas actuales de la didáctica de la historia tanto desde la comprensión del hecho histórico como del uso del lenguaje en el aula bilingüe con una especial atención a la comprensión de los textos históricos y a su adaptación didáctica. Por otro lado, sobre la base del enfoque AICLE, el libro centra su atención en los materiales didácticos desde dos perspectivas. En primer lugar presenta las metodologías destinadas al desarrollo de materiales didácticos para el aula de historia como el enfoque por tareas, ABP, PBL, estudio de caso por descubrimiento o WebQuests. Y por otro lado expone propuestas metodológicas para evaluar de forma integrada el contenido y la lengua. En su parte final se aborda el aspecto de la motivación prestando una especial atención a los procesos motivacionales en el aprendizaje de segundas lenguas en el enfoque AICLE y en el aula de Historia.

Aprendizaje emocional

Begoña Ibarrola, 2014-03-30 Desde hace algunos años los neurologos se están introduciendo en el mundo de la Pedagogía intentando demostrar y convencer al profesorado de que el cerebro de sus alumnos es responsable de su aprendizaje y debe ser estudiado y comprendido para garantizar una mejora en el proceso educativo. El profesorado no suele tener acceso a este tipo de información sobre el funcionamiento cerebral de sus alumnos y tampoco conoce cómo utilizar recursos emocionales que favorezcan un aprendizaje para toda la vida. Por este motivo precisa tener conocimientos básicos sobre el mundo emocional tanto el personal como el de sus aprendices, factores ambos que van a incidir con toda seguridad sobre su bienestar docente a la vez que le

permitir transformar sus estrategias educativas y optimizar el aprendizaje de los alumnos. Ese es el objetivo fundamental de esta investigación acerca de los descubrimientos más significativos de la Neurociencia de una forma sencilla y práctica.

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.

Teoría y práctica en investigación educativa: una perspectiva internacional Gerardo Gómez García, Magdalena Ramos Navas-Parejo, Carmen Rodríguez Jiménez, Juan Carlos de la Cruz Campos, 2021-04-14. *Las tecnologías de la información y la comunicación en contextos de Iberoamérica: una mirada desde la práctica*. Las tecnologías de la información y la comunicación en contextos de Iberoamérica: una mirada desde la práctica ofrece una perspectiva de la implementación de diversas iniciativas sobre tecnología desarrolladas en Iberoamérica. Esas que se documentan experiencias realizadas en países como España, Ecuador, Chile y Argentina. Desde estos países se plantean varias propuestas prácticas relacionadas con formación en TIC, competencia digital, alfabetización informacional, conectivismo, gamificación, realidad aumentada, tecnologías verdes, inteligencia artificial, entre otros. La importancia de este texto radica en el abordaje de temas actuales producto de la combinación de las tecnologías de la información y la comunicación en varios contextos educativos. Los desafíos y oportunidades que se han generado producto de esta sinergia se destacan en estudios de caso y múltiples experiencias de las que se resaltan las lecciones aprendidas. Este libro sirve como plataforma para la discusión y el intercambio de ideas entre investigadores académicos y profesionales interesados en el papel de las TIC en la educación de la sociedad contemporánea. A partir de una amplia gama de perspectivas y enfoques metodológicos, la obra fomenta un diálogo enriquecedor que contribuye al avance del conocimiento en este campo.

Más allá de la conducta Mona Delahooke, 2021-02-25. En *Más allá de la conducta*, la Dra. Mona Delahooke, psicóloga pediátrica reconocida internacionalmente, describe los comportamientos como la punta del iceberg; esto es, como indicadores importantes que debemos abordar intentando entender las diferencias individuales del niño en el contexto de la seguridad relacional. Con prácticas, fichas de trabajo y diagramas, este libro tan accesible dota a profesionales, educadores y padres con herramientas y técnicas para reducir los problemas conductuales y favorecer la resiliencia psicológica y unas relaciones satisfactorias y seguras. Herramientas y estrategias eficaces basadas en la neurociencia para niños diagnosticados con Trastorno conductual, Trastorno negativista desafiante, TND, Trastorno de desregulación disruptiva del estado de ánimo, TDDEA, Trastorno reactivo de la vinculación, TRV, Trastorno del procesamiento sensorial, TPS, Ansiedad y depresión, Autismo y diferencias del desarrollo o del aprendizaje. Niños que tienen o han tenido comportamientos agresivos, desconcertantes e impredecibles, rabietas y crisis emocionales, desconexiones o colapsos, experiencias adversas en la infancia, trauma y estrés.

Psicopatología Alison Lee, Robert Irwin. En *Psicopatología: Una perspectiva neuropsicológica social*, Lee e Irwin

sostienen que la afeccción mental suele desafiar las formas tradicionales de clasificación médica. Mediante la integración de los marcos psicosocial y neuropsicológico presentan una perspectiva única y equilibrada de la psicopatología que enfatiza la importancia del contexto, las relaciones sociales y la neuroplasticidad. Escrito para apoyar la enseñanza y el aprendizaje a un nivel de licenciatura. Psicopatología. Una perspectiva neuropsicológica social anima a los estudiantes a explorar alternativas al modelo biomédico tradicional. La inclusión de herramientas pedagógicas como preguntas de discusión en cada capítulo alientan el compromiso crítico y el debate. El resultado es un examen original de la afeccción mental y un recurso independiente para los estudiantes de esta rama.

Neuroeducación en primaria María José Álvarez Alonso, Sandra Cabello-Sanz, Laura de Gea Abril, Cristina García Illán, Pilar Martín Lobo, Sonia Martínez Ruiz, Julián Alfonso Muñoz Parreño, María Navarrete Fa, Alíed Ovalles Rincón, Silvia Pradas Montilla, 2024-05-23

En 2010 un equipo de investigadores del MIT Massachusetts Institute of Technology en Boston colocaron un sensor electrodermico en la muñeca de un estudiante universitario de 19 años para medir la actividad eléctrica de su cerebro las 24 horas durante siete días. El resultado fue algo inesperado. La actividad cerebral del estudiante cuando atendía a una clase era la misma que cuando veía la televisión prácticamente nula. De esta forma se pone en evidencia que el modelo pedagógico basado en un alumno como receptor pasivo no funciona. El cerebro necesita implicarse, emocionarse para aprender. Más del 50% del tiempo de las clases de primaria se basan en transmitir información a los estudiantes de forma verbal. En secundaria esto sucede en más del 60% del tiempo, en bachillerato es alrededor del 80%. Mucha de esta información se olvida una vez superado el examen. Por si esto fuera poco, en 2022 se produce la revolución del ChatGPT que incide directamente en la evaluación de los estudiantes a través de la presentación de trabajos. Actualmente es difícil saber si un trabajo ha sido elaborado realmente por un estudiante o por el ChatGPT. Todo esto obliga a replantear seriamente la educación. Por otra parte, si preguntamos a una muestra representativa de estudiantes de 15 años con qué emoción asocian la lectura, la respuesta será la más frecuente: Los resultados se alan que aburrimiento. Un sistema educativo que cuesta millones de euros al año y el resultado después de 10 años de escolarización obligatoria es asociar lectura con aburrimiento como mínimo indica que algo no acaba de funcionar. Si a esto añadimos el drama nacional que se produce cada vez que se publican los resultados de las pruebas PISA, convendremos en que se requiere revisar en profundidad qué es la educación que estamos educando y cómo lo estamos haciendo. En este marco surge oportunamente el libro *Neuroeducación en primaria*. Un enfoque práctico a través de las áreas curriculares. La neurociencia, entre muchos otros aspectos, propone una educación que se inicia con la motivación para centrar la atención y por último atender a la memorización. El cerebro es un órgano social que aprende haciendo cosas con otras personas. Las unidades de información se almacenan en el cerebro junto con emociones. Como si fueran anverso y reverso de la misma moneda. Emoción y motivación también son dos caras de una misma moneda. Si queremos motivar hay que emocionar. Un estudiante motivado es capaz de aprender lo que se proponga. Los estudiantes aprenden por sí mismos a manejar un teléfono móvil, un ordenador, una motocicleta, un automóvil y todo lo que

les interese Este libro responde a una necesidad social y educativa repensar la educaci n Por esto me siento honrado por la petici n que me hace el equipo de autor a de redactar este pr logo ya que este libro est en el n cleo de la innovaci n educativa del siglo XXI Este n cleo est formado por las aplicaciones pr cticas del nexo formado por la inteligencia emocional la neurociencia y la psicolog a positiva Y las aplicaciones pr cticas son la educaci n emocional la neuroeducaci n y otras denominaciones como educaci n positiva educaci n socioemocional educaci n prosocial etc Para centrarnos en este libro el tema es la neuroeducaci n desde una perspectiva eminentemente pr ctica en un momento en que la comprensi n del funcionamiento del cerebro humano y su relaci n con el aprendizaje est en constante expansi n En este contexto de abundancia de informaci n esta obra surge como un faro que ilumina el camino hacia pr cticas educativas m s efectivas y significativas La neuroeducaci n fusiona la neurociencia con la educaci n aportando una nueva comprensi n a c mo aprenden los ni os y ni as con el prop sito de mejorar sus experiencias de aprendizaje La ense anza primaria es el contexto en el que se cimientan las bases y los fundamentos que ser n los pilares del conocimiento y desarrollo cognitivo emocional y social de las personas del futuro Solamente por esto ya merece la pena leer este libro Como su t tulo indica este libro es una invitaci n a adentrarnos en las complejidades del cerebro infantil para derivar herramientas pr cticas y estrategias concretas para aplicar el conocimiento en el aula Al integrar la neurociencia con las reas curriculares fundamentales los autores nos brindan un enfoque hol stico que trasciende las barreras disciplinares y nos orientan sobre c mo potenciar el aprendizaje en todos los aspectos de la vida A trav s de estas p ginas las personas interesadas en la educaci n ya sea en la familia o en la educaci n formal encontrar n inspiraci n para innovar en su pr ctica educativa adapt ndolas a las necesidades personales para aprovechar al m ximo el potencial de aprendizaje Esto se puede aplicar a las habilidades ling sticas la creatividad el pensamiento cr tico las competencias emocionales y a todos los aspectos del desarrollo humano El panorama que presenta es muy amplio lo cual puede enriquecer el trabajo docente de los profesionales de la educaci n Qu relaci n hay entre neuroeducaci n y educaci n emocional Ambas se fundamentan en la neurociencia La educaci n emocional es anterior a la neuroeducaci n La educaci n emocional se fundamenta en la neurociencia para centrarse en el desarrollo de competencias emocionales La neuroeducaci n se fundamenta en la neurociencia para proponer acciones eficientes en todos los procesos de ense anza aprendizaje En cierta forma se podr a decir que la neuroeducaci n ampl a la educaci n emocional a todas las materias acad micas Este libro invita a reflexionar sobre el papel crucial que desempe an las personas implicadas en la educaci n centrada en la formaci n de las mentes j venes y en la construcci n de un futuro m s prometedor tanto desde la perspectiva personal como social M s all de transmitir conocimientos la labor educativa es cultivar la curiosidad el inter s y si me apuran dir a que el amor por el aprendizaje para que las futuras generaciones quieran seguir aprendiendo a lo largo de toda la vida Esto es potenciar el desarrollo integral personal y social Este libro es como un viaje fascinante al coraz n mismo del proceso de aprendizaje El equipo de autor a han realizado una labor ingente para guiarnos con maestr a y entusiasmo

demostrando cómo la neuroeducación puede transformar los procesos de enseñanza aprendizaje En este sentido este libro es un paso importante hacia una nueva era en la educación primaria donde la ciencia y la práctica se unen para impulsar el potencial de cada persona para construir una sociedad donde el conocimiento y el desarrollo integral de la personalidad sea un factor para la convivencia el rendimiento y el bienestar DR D RAFAEL BISQUERRA

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