

Educacion Pedagogia Y Ciencias De La Educacion

Alejandro Sanvisens

Joan Roura-Parella

Historia de la educación en España y América: La educación en la España contemporánea (1789-1975) Buenaventura Delgado Criado, Fundación Santa María, 1994 HISTORIA DE LA EDUCACIÓN EN ESPAÑA Y AMÉRICA Cómo se forjó, a lo largo de más de 2.000 años, con la mutua influencia de interconexión de iberos más o menos romanizados, visigodos, musulmanes, judíos y cristianos, mozárabes y americanos, la compleja y rotunda personalidad hispánica. Obra concebida para cubrir una necesidad observada por la gran mayoría de profesores y alumnos de facultades de Pedagogía, Historia, Geografía, Filosofía e Historia de la Ciencia y de la Cultura de España y América. En su realización ha participado un equipo multidisciplinar integrado por más de cien especialistas de la más prestigiosas Universidades de España (Madrid, Barcelona, Salamanca, Santiago de Compostela, Comillas, Deusto, Navarra, Málaga, Murcia, Valencia...) y del extranjero (Argentina, Colombia, México, Roma...) Ha coordinado la obra Buenaventura Delgado Criado, catedrático de Teoría de Historia de la Educación, de la Facultad de Pedagogía de la Universidad de Barcelona

Boletim Internacional de Bibliografia Sobre Educaçao ,1986

La historia de la educación entre Europa y América. Estudios en honor del profesor Claudio Lozano Seijas Olegario Negrín Fajardo, Conrado Vilanou Torrano, Javier Vergara Ciordia, 2018-10-18 La obra, por razones obvias de espacio, es una pequeña representación de los muchos docentes e investigadores de España e Iberoamérica que han admirado el trabajo y la personalidad académica del doctor Lozano. El libro, por el especial recorrido académico de Claudio Lozano, se ha titulado: La Historia de la Educación entre Europa y América. Una apuesta heurística de veintisiete trabajos estructurado en dos bloques temáticos: un primero, dedicado al perfil humano, intelectual e historiográfico del homenajeado, descansa en siete aportaciones de colegas y amigos que han trabajado muy cerca de él y lo han conocido directamente; el segundo, más diverso, elaborado por admiradores y estudiosos de sus trabajos, se centra en veinte investigaciones monográficas, orientadas a alentar y complementar el sentido de su obra. Pivotan en buena parte sobre sus focos de interés historiográfico. Abarca un total de veinte trabajos escritos especialmente para esta ocasión y que, a grandes trazos, cubren el panorama histórico desde el Renacimiento hasta hoy mismo. Por lo general, se trata de investigaciones de corte histórico, pero también

se constata la presencia de alguna reflexión que concierne a la Filosofía de la Educación.

Tesis doctorales, 1976-77/1988-89: Ciencias humanas Consejo de Universidades (España) Secretaría General,1990
La educación fuera de la escuela Jaume Trilla,2003

Textos fundamentales en el exilio. Pedagogía culturalista y educación viva Joan Roura-Parella,2020-03-16 El 23 de enero de 1939 Joan Roura-Parella partió de Barcelona hacia un exilio voluntario del que, como muchos otros intelectuales españoles, ya no volvería jamás. Primero en México (1939-1945) y después en Estados Unidos (1946-1983), elaboró su pensamiento pedagógico y se situó en la avanzada de los estudios académicos de distintas universidades americanas. Habiéndose formado en los años treinta en las ciencias del espíritu, en la Universidad de Berlín y con el magisterio de Eduard Spranger, y tras haber presentado en la Universidad de Barcelona, en plena Guerra Civil, la primera tesis en pedagogía leída en España, Roura-Parella desarrolló a partir de ese viaje de diáspora su cosmovisión sobre los principios de la unidad orgánica del mundo y la dimensión espiritual y axiológica del ser humano. Sobre la base de que la vida espiritual y la vida biológica constituyen un todo integral, sus textos transmiten hoy un ideario de paz y concordia plenamente vigente. Esta antología reúne, junto con un claro y completo estudio introductorio, las páginas más significativas de su pedagogía culturalista y su teoría de la educación. Con ella recuperamos, cuando se cumplen ochenta años de su exilio, una figura fundamental del pensamiento pedagógico del siglo XX.

La educación en la España del siglo XX España. Ministerio de Educación, Cultura y Deporte,2001

Revista de educación nº 331. La formación del profesorado universitario ,
Revista española de pedagogía ,2007

Doctor Alexandre Sanvisens Marfull ,2005 En este libro publicado en ocasión del décimo aniversario de su muerte, se presenta una aproximación al perfil personal, intelectual y académico del Dr. Alexandre Sanvisens Marfull (1918-1995) que durante toda su vida estuvo vinculado a la Universidad de Barcelona. Primero como alumno de Filosofía y Derecho, después como profesor de la Facultad de Filosofía desde el año 1942 y, finalmente, como catedrático (1971) de Pedagogía General de la misma Universidad. Formado al socaire del magisterio de los hermanos Tomás y Joaquín Carreras Artau, el profesor Sanvisens se vinculó a la tradición filosófica catalana (Martí de Eixalá, Llorens Barba) perfilando un pensamiento que se caracteriza -entre otros aspectos- por su dimensión relacional y la importancia que concede a la conciencia. Sobre estas bases elaboró una teoría sistemática sobre la educación a partir de la cibernética y de la teoría general de sistemas, planteamiento que durante años ha vivificado el panorama teórico de la Pedagogía española. En este libro se incluyen diversas aportaciones de diferentes profesores del estado Español, a la vez que se incorporan un par de escritos del propio Dr. Sanvisens. Finalmente, se añade un elenco bibliográfico que da cuenta y razón de su extensa y prolífica producción intelectual.

Els serveis socials i la seva avaluació Miquel Gómez i Serra, 2000 Aquesta obra defensa dues idees principals. La primera d'elles és que els serveis i programes socials presenten uns trets identificatius i unes característiques qualitatives que no fan viable l'aplicació mecànica de dissenys estandarditzats que provenen d'altres àmbits del benestar social, i que fan necessari el desenvolupament de dissenys específics d'avaluació aplicats al camp dels serveis socials. La segona idea central és que aquests dissenys han de ser plurals, contextuals, adaptats a la realitat i a les característiques de cada servei o programa en particular.

Comparative Education: Views from Latin America Marco Aurelio Navarro Leal, 2013-05-09 Although in Latin America there are no educational programs specialized in comparative education, as there are in some European, Oriental and North American universities, there are scholars who cultivate this field. With the production of this book, the authors - most of them affiliated to member organizations of the World Council of Comparative Education Societies- are walking towards a Latin American network of researchers with an interest in establishing a dialogue with non-Spanish speaking colleagues from the rest of the world. This is the reason of our effort in writing most of the chapters in English. Comparative education, as all disciplinary fields, has evolved with different ways of thinking, approaching and constructing its objects of research and analysis, which are nurtured by different epistemological traditions living together in our times, enriching and bringing complexities. From Argentina, Chile, Uruguay, Brazil, Peru, Venezuela, Costa Rica and Mexico, the authors of the book pose questions, historical descriptions, reflections, discussions and cases to set forth their views.

Diccionario de las ciencias de la educación, 1983

Teoria da educação: contributos ibéricos João Boavida, Angel García del Dujo, 2007-12-01 A educação sempre foi um fator determinante na vida dos homens e das sociedades, mas hoje ganhou enorme relevância sendo um dos grandes temas da atualidade pela sua importância tanto no presente como para o futuro. Para a educação confluem hoje inúmeros contributos científicos, tanto das ciências sociais e humanas como das ciências empíricas, sem que o fundo social, cultural, espiritual e moral que a educação é deixe de correr incessantemente como um rio profundo que, todavia, os ventos e as turbulências da superfície agitam e perturbam. A problemática que atravessa hoje a educação, bem como a informação científica e a investigação empírica que a podem esclarecer, não dispensam análises teóricas para novas formas de compreensão tanto mais complexas quanto mais problemáticas e difíceis são atualmente os temas educativos. O presente livro congrega múltiplas perspectivas sobre o fenómeno educativo, levadas a cabo por numerosos professores e investigadores de Portugal e de Espanha, em trabalhos individuais e coletivos nos domínios da teoria e da filosofia da educação. Congregando representantes de vinte e duas universidades da Península Ibérica, os trabalhos refletem uma multiplicidade de abordagens teóricas da educação, dando uma visão global do que nesta realidade cultural e geográfica do oeste europeu hoje se pensa sobre o assunto. É, pois, uma excelente ocasião para aprofundar estes temas e perspectivá-los sob pontos de vista

inovadores e férteis.

Internationaal tijdschrift voor experimentele pedagogiek ,1986

Formación de los sistemas educativos nacionales en Hispanoamérica Gabriela Ossenbach Sauter,2018

Teoría y metateoría de la educación Antoni J. Colom Cañellas,1982

Bibliografía española ,1977

Anales de pedagogía ,1985

Educación y sociedad plural Sociedad Española de Pedagogía,1984

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