

Sarah-Jayne Blakemore / Uta Frith

CÓMO APRENDE EL CEREBRO

**LAS CLAVES PARA
LA EDUCACIÓN**

Prólogo de José Antonio Marina



Ariel

Como Aprende El Cerebro Ariel

Tiziana Cotrufo



Como Aprende El Cerebro Ariel:

Cómo aprende el cerebro Sarah-Jayne Blakemore, Uta Frith, 2007 El cerebro como el resto de nuestros rganos se desarrolla mientras crecemos Qu y cu ndo debe ense rsele a un ni o o a un adolescente para obtener un aprendizaje ptimo Este libro responde a esta pregunta Las autoras investigan el aprendizaje del lenguaje las matem ticas la m sica las artes pl sticas las emociones y la sociabilidad estudian las disfunciones que como la dislexia dificultan el aprendizaje y reflexionan sobre la verdadera utilidad de las nuevas tendencias pedag gicas como el aprendizaje temprano Sirvi ndose de las m s recientes investigaciones de la neurociencia aplicada a la educaci n C mo aprende el cerebro analiza la mejor manera de desarrollar la memoria y potenciar el aprendizaje de conocimientos y emociones en ni os y adolescentes Un deslumbrante viaje por el cerebro de ni os y adolescentes Un estudio puntero sobre el cerebro y el aprendizaje Un libro imprescindible para padres educadores psic logos y cualquier persona interesada en las potencialidades del cerebro Neurociencia y

Educación Marina, José Antonio , **Manual de prácticas de Psicología Evolutiva en primer ciclo de Educación Infantil** Beatriz Delgado Domenech, Nieves Gomis Selva, Carmen Rosa Mañas Viejo, Vicente Sánchez Colodrero, 2013-12-12 Este manual est dise ado para ser un material de referencia para el desarrollo de los cr ditos pr cticos de la asignatura de Psicolog a Evolutiva de 0 a 3 a os Su finalidad es proporcionar una gu a que facilite el proceso de ense anza aprendizaje de los principales hitos evolutivos f sico cognitivo emocional moral y social desde el nacimiento hasta los 3 a os y su implicaci n en el aprendizaje desde el punto de vista pr ctico Su organizaci n detallada pretende trabajar los contenidos te ricos de la asignatura desde una perspectiva pr ctica mediante propuestas de trabajo innovadoras din micas y actuales basadas en experiencias y casos reales **La ideología de Género: génesis filosófica, desarrollo doctrinal e incursión jurídica** José Manuel Martínez Guisasola, 2018-06-25 En la ltima d cada del siglo XX se empez a fraguar una nueva ideolog a nacida en el mbito pol tico e intelectual de la izquierda y que de un modo subrepticio y malintencionado se ha ido expandiendo y tomando fuerza a principio del presente siglo Dicha ideolog a parte de una premisa inicial consistente en afirmar que todo ser humano cuando nace lo hace en un estado de neutralidad sexual Con ello lo que se pretende es imponer la idea de que la sexualidad no tiene un componente biol gico sino que no es m s que el resultado de una construcci n social Pero es cierto esto ser hombre o ser mujer es el resultado de la cultura c mo ha llegado a formularse esta idea qui nes son los te ricos que la han formulado qu consecuencias acarrea la implantaci n y aceptaci n de esta premisa ideol gica en las sociedades actuales El lector podr encontrar respuestas a todas estas preguntas y a otras similares en el libro que tiene en sus manos A *Framework for Cognitive Sociolinguistics* Francisco Moreno-Fernandez, 2016-10-04 A Framework for Cognitive Sociolinguistics attempts to lay out the epistemological system for a cognitive sociolinguistics the first book to do so in the English language The intention of this volume is not to provide a simple catalog of sociolinguistic principles or of theoretical postulates of a cognitive nature but rather it aims to build a verifiable metatheoretical basis for cognitive sociolinguistics This

book is articulated through a series of propositions accompanied by annotations and commentaries that develop qualify and exemplify these propositions As for the research questions that would be central to a cognitive sociolinguistic endeavor the following incomplete catalog could be enumerated What do speakers know about their language What do they know about communicative interaction What do speakers know about sociolinguistic variation Where does that knowledge reside and how is it configured How does social reality influence the origin and processing of language How does language use affect the configuration evolution and variation of language What do speakers know about their socio communicative context How do speakers perceive sociolinguistic reality What are speakers attitudes and beliefs regarding linguistic variation How does sociolinguistic perception influence speakers communicative behavior at all levels How does language contribute to the construction of identity Offering a fresh perspective on the frequently taught and studied topic of cognitive linguistics A Framework for Cognitive Sociolinguistics can easily be incorporated into existing courses in the areas of both cognitive and sociocultural linguistics

Buena mente Joaquim Valls,2016-04-06 No hace falta ser aficionado al fútbol ni cul de pura cepa para darse cuenta que Pep Guardiola es mucho más que un buen entrenador que hay alguna cosa y probablemente más de una que lo distingue de todos los demás Unos destacan su integridad otros la contagiosa pasión que sabe transmitir a los jugadores o una natural intuición para liderar Sea como sea se ha convertido en un modelo a seguir para políticos empresarios maestros padres y en definitiva para todos y cada uno de nosotros porque ahora más que nunca necesitamos motores que nos lleven con entusiasmo valores y honestidad hacia el crecimiento y la excelencia Joaquim Valls creador del método de grafotransformación KIMMON que ya ha sido puesto en práctica por miles de personas determina cuáles son los factores psicológicos que convierten a Pep Guardiola en un líder paradigmático y muestra cómo cada uno de nosotros puede potenciar estos factores de una manera práctica sencilla y extraordinariamente efectiva Porque necesitamos muchos Peps Guardiola y si quieres puedes ser uno

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 electrodérmico 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 señalan 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 educación Por esto me siento honrado por la petición que me hace el equipo de autores de redactar este prólogo ya que este libro está en el núcleo de la innovación educativa del siglo XXI Este núcleo está formado por las aplicaciones prácticas del nexo formado por la inteligencia emocional la neurociencia y la psicología positiva Y las aplicaciones prácticas son la educación emocional la neuroeducación y otras denominaciones como educación positiva educación socioemocional educación prosocial etc Para centrarnos en este libro el tema es la neuroeducación desde una perspectiva eminentemente práctica en un momento en que la comprensión del funcionamiento del cerebro humano y su relación con el aprendizaje está en constante expansión En este contexto de abundancia de información esta obra surge como un faro que ilumina el camino hacia prácticas educativas más efectivas y significativas La neuroeducación fusiona la neurociencia con la educación aportando una nueva comprensión a cómo aprenden los niños y niñas con el propósito de mejorar sus experiencias de aprendizaje La enseñanza primaria es el contexto en el que se cimientan las bases y los fundamentos que serán 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 título indica este libro es una invitación a adentrarnos en las complejidades del cerebro infantil para derivar herramientas prácticas y estrategias concretas para aplicar el conocimiento en el aula Al integrar la neurociencia con las áreas curriculares fundamentales los autores nos brindan un enfoque holístico que trasciende las barreras disciplinares y nos orientan sobre cómo potenciar el aprendizaje en todos los aspectos de la vida A través de estas páginas las personas interesadas en la educación ya sea en la familia o en la educación formal encontrarán inspiración para innovar en su práctica educativa adaptándolas a las necesidades personales para

aprovechar al máximo el potencial de aprendizaje. Esto se puede aplicar a las habilidades lingüísticas, la creatividad, el pensamiento crítico, 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 educación. ¿Qué relación hay entre neuroeducación y educación emocional? Ambas se fundamentan en la neurociencia. La educación emocional es anterior a la neuroeducación. La educación emocional se fundamenta en la neurociencia para centrarse en el desarrollo de competencias emocionales. La neuroeducación se fundamenta en la neurociencia para proponer acciones eficientes en todos los procesos de enseñanza-aprendizaje. En cierta forma se podría decir que la neuroeducación amplía la educación emocional a todas las materias académicas. Este libro invita a reflexionar sobre el papel crucial que desempeñan las personas implicadas en la educación centrada en la formación de las mentes jóvenes y en la construcción de un futuro más prometedor tanto desde la perspectiva personal como social. Más allá de transmitir conocimientos, la labor educativa es cultivar la curiosidad, el interés y, si me apuran, diría 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 corazón mismo del proceso de aprendizaje. El equipo de autores ha realizado una labor ingente para guiarnos con maestría 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 **Neurociencia educativa** David A. Sousa, 2014-09-24

Los grandes avances acaecidos en el campo de la neurociencia en los comienzos del siglo XXI están cambiando totalmente nuestra forma de entender cómo aprende el cerebro, por tanto, tienen que llevarnos también a entender formas nuevas en el modo de llevar a cabo los procesos de enseñanza y aprendizaje. Para acercarnos a este vasto campo de la neurociencia y descubrir sus indudables conexiones con el mundo educativo, el libro reúne una rigurosa compilación de distintas perspectivas sobre cuestiones fundamentales de la neurociencia aplicada a la enseñanza a través de los trabajos de reconocidos pioneros en el nascente campo de la neurociencia educativa, mostrando cómo aplicar los actuales hallazgos al ámbito escolar. El libro demuestra que los docentes tienen el poder de potenciar ciertos cambios en el cerebro de sus alumnos. Por ello, ampliar sus conocimientos respecto a la neuroeducación y contar con estrategias contrastadas para su uso en el aula, facilitará que tengan más éxito a la hora de estimular y enriquecer la mente de los jóvenes estudiantes. El libro ha sido prologado por J. A. Marina, reconocido especialista en el tema.

Guía Comares de Neurofisiología práctica Adela Cortina Orts, 2012-10-18

En la mente del niño Tiziana Cotrufo, 2020-03-09

Durante el segundo trimestre de embarazo, el cerebro del feto genera cada minuto unas 20.000 nuevas neuronas. Algo más de un millón por hora. A los cinco meses de vida, la corteza cerebral ya ha alcanzado los 10.000 millones de neuronas que seguirán aumentando a un ritmo vertiginoso. Entre los 4 y 12

meses de vida los bebés tienen un 50 por ciento más de sinapsis que los adultos. Bastan unos pocos datos para entender la fascinación que despierta todo lo relacionado con el desarrollo del cerebro. Y más aún entre los padres de los pequeños cerebros en formación. Pero ese mismo interés propicia que proliferen todo tipo de informaciones al respecto y algunas de ellas llegan incluso a prometer la posibilidad de moldear o programar la mente de los niños como si se tratara del manual de programación de un ordenador. Según se afirma la autora en este libro neurocientífica y madre de dos niñas si en alguna etapa de la vida es especialmente inadecuada la analogía entre un cerebro y un ordenador es durante la infancia. Realidades como la plasticidad cerebral, las neuronas espejo y la importancia de las emociones en el aprendizaje ponen en tela de juicio este tipo de metáforas mecanicistas. Este libro presenta una amplia exposición de las verdades que las investigaciones sobre el desarrollo del cerebro del niño han comprobado desde la gestación en el vientre materno hasta la adolescencia y profundiza en el rol que juegan los llamados períodos críticos para la adquisición de las principales capacidades como el aprendizaje, la memoria, el lenguaje o las matemáticas.

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