

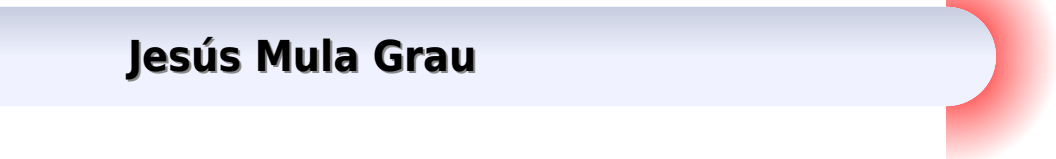
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para manejar y evaluar información de
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Plazo La Revision Competencias Informacionales

Jesús Mula Grau



Plazo La Revision Competencias Informacionales:

Optimizando la formación en los centros de escritura, lectura, comunicación y conocimiento Edwin Andres Londoño Alape, Carlos Alberto Muñoz Gutiérrez, 2024-12-16 En la actualidad los centros de escritura lectura y comunicación gestionados en su mayoría por instituciones de educación superior gozan de gran popularidad dado su gran potencial epistémico para gestionar conocimiento y formar seres humanos que desarrollen plenamente su individualidad y con grandes capacidades para contribuir al desarrollo social Estos espacios se catalogan como campos de acción y objetos de estudio y este libro refleja el interés de los autores por las apuestas innovadoras que las instituciones educativas adelantan en favor de la formación de sus estudiantes y por medio de las dinámicas que se gestan al interior de estos centros tanto en modalidad presencial como virtual Dada la metodología adoptada por los autores no solo para la estructuración del libro sino también para el desarrollo del proyecto de investigación que dio origen a la obra este libro puede catalogarse como un gran aporte científico a estos centros ya que ofrece una propuesta epistemológica que facilita unos marcos de gestión y desarrollo de centros de escritura de recursos y demás espacios académicos que cualquier institución relacionada con el campo educativo puede ofrecer para fortalecer la formación de sus estudiantes Los autores van más allá de reportar los hallazgos de su estudio lo cual es muy valioso y útil por supuesto y ofrecen todo un marco para la planeación el diseño la implementación la evaluación y el mejoramiento continuo de estos centros a los cuales han denominado Centros para el Desarrollo de la Comunicación y el Conocimiento Este libro está entonces dirigido principalmente a las instituciones que cuentan con un centro o consideran tenerlo en el futuro pues su información les es útil para varios propósitos Por un lado les permite descubrir y entender el estado actual de estos espacios no solo en Colombia sino también en el mundo pues la caracterización que se lleva a cabo no se ha documentado en ningún otro estudio hasta el momento Por otro lado podrá igualmente enterarse de lo que otros centros están haciendo no solo para adoptar y adaptar iniciativas que les puedan ser de utilidad también para proponer acciones que ningún otro centro haya implementado Pero quizás el propósito más significativo que se puede percibir es el de permitir un análisis de los aspectos que deben caracterizar a estos centros a partir de las categorías propuestas y desarrolladas en cada capítulo A los futuros centros este libro les ayudará a establecer un funcionamiento oportuno con una sustentación epistemológica mientras a los ya existentes el libro les puede ofrecer pautas de análisis para que lleven a cabo una introspección respecto a la forma en que están funcionando para así identificar tanto sus fortalezas como sus posibilidades de mejora y todo esto en un marco evaluativo Indudablemente este libro representa un insumo muy valioso que les puede ayudar a alcanzar niveles de calidad mucho más altos en los cuales primen apuestas más integrales e innovadoras para cada una de sus instituciones y para la comunidad educativa en general

Administración financiera para empresas en países en vías de desarrollo George C. Philippatos, 1990 **INFOLAC** ,1989 **Prensa española y género femenino** Jesús Mula Grau, 2023-05-23 A partir de cinco años analizando portadas de diarios nacionales este trabajo ahonda en el tratamiento informativo de la mujer la

conciencia de igualdad de género de la prensa y en cómo los rotativos contribuyeron o no a ese necesario cambio de mentalidad de la sociedad española a principios de este siglo. En 2007 se aprueba la Ley Orgánica para la igualdad efectiva de mujeres y hombres la primera que marca la diferencia. En 2008 se crea de forma inédita un Ministerio de Igualdad pero en 2010 se rebaja al rango de Secretaría de Estado. Cambia por fin entonces el abordaje informativo sobre el género femenino. Que nuevos roles imgenes o titulares se asignaban a la mujer cuando era parte de la noticia. Había a menudo periodistas machistas sin saberlo. La conciencia de la igualdad de género se abre camino frente a la discriminación y cabe conocer si la prensa estuvo a la altura de las circunstancias en una etapa clave a la que merece la pena mirar con los ojos de hoy.

Interlenguajes

,2002 Evaluación de un programa de formación en competencias informacionales para el futuro profesorado de E.S.O. Martínez-Abad, Fernando, Olmos-Migueláñez, Susana, Rodríguez-Conde, María José, El uso de portafolios digitales para el desarrollo de la competencia informacional Mónica Kaechele Obreque, 2016 Esta tesis aborda el uso de los portafolios digitales como herramienta para apoyar el desarrollo de las competencias informacionales en estudiantes de educación superior. Su objetivo principal es describir y explicar el uso de un e portafolio en la actividad de enseñanza aprendizaje en contexto de Educación Superior. Los antecedentes presentados en la revisión teórica de la investigación muestran que es posible señalar que uno de los desafíos formativos de las instituciones de educación superior es dado por cómo desarrollar competencias para el uso de la información usando las TIC con jóvenes que han crecido y se han desarrollado usando las tecnologías de manera habitual pero en contextos de comunicación ocio y recreación. Los niños y jóvenes de este mundo digital han desarrollado sus propias prácticas informacionales sin embargo esto no los transforma en personas competentes en el uso de la información. En este contexto el trabajo presenta los resultados de una investigación empírica usando el sistema de portafolios denominado Carpeta Digital desarrollada por el grupo consolidado de investigación Enseñanza y Aprendizaje Virtual GREAV de la Universitat de Barcelona. La investigación se ha realizado desde el enfoque de estudio de caso lo que permite integrar diversas modalidades de análisis tanto cuantitativo como cualitativo. Las preguntas que guiaron el trabajo fueron las siguientes: Promueve el uso del portafolio digital en el proceso de enseñanza aprendizaje el desarrollo de competencias genéricas. Cómo el uso del portafolio digital da oportunidades para desarrollar competencias informacionales en el contexto de cursos de formación en Educación Superior. Cuáles son la percepción de los actores en relación al uso del e portafolio para la formación de competencias. Los supuestos a la base de estas preguntas fueron: 1 El uso del portafolio digital para impactar en el desarrollo de la competencia informacional requiere de un contexto social que favorezca su desarrollo. 2 el uso del portafolio digital por sus características propias y en el marco de un contexto de uso organizado da oportunidades para desarrollar competencias de tipo informacional. 3 Las características digitales de los usuarios influyen en su percepción sobre el uso de un portafolio digital. Los principales resultados de la investigación señalan que el uso del portafolio digital favorece las prácticas de almacenamiento organización selección clasificación y presentación de la información. Al mismo tiempo

muestra que las competencia TIC de los estudiantes y la experiencia de aprendizaje de una nueva herramienta de software moldean la percepción sobre su utilidad y potencialidad El análisis cuantitativo de los resultados sobre el uso de la herramienta portafolio digital muestra que esta es bien evaluada por los estudiantes en los aspectos de valorar la documentación propia el acceso a la información de manera eficaz y el seguimiento y organización del aprendizaje Si bien esta investigación a n es reducida en n mero de casos su proyección futura es interesante Focalizar en la dimensión de procesamiento de la información puede arrojar mas luces sobre como el uso del portafolio digital puede aportar al desarrollo de competencias informacionales y como los estudiantes desarrollan estas competencias TDX **Identificación y**

normalización de competencias informacionales Sheila Rodríguez Camacho,2000 *Tecnologías para el desarrollo de competencias informacionales* Nancy Castillo Valenzuela,Juan Emilio Rivas Maldonado,Gonzalo Alexis Luengo Orellana,2017

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