

# Education *Rights Guide*

**narcea**



# Índice por Colecciones/Collection index

- **Universitaria.** *This collection is coordinated by Miguel Ángel Zabalza, professor at Universidad de Santiago de Compostela (España). It is made of practical books about higher education teaching: its focus, its achievements, its leadership, its social challenges. Dimensions 15 x 23 cm. Colección dirigida por Miguel Ángel Zabalza Catedrático de la Universidad de Santiago de Compostela (España) Una colección práctica sobre docencia universitaria que aborda los estudios superiores: sus actores, sus logros, su liderazgo y sus retos sociales. Formato 15 x 23 cm. .... 3*
- **Obras Básicas.** *A selection of essential manuals to develop syllabus for distance education and any other modalities in higher education in the areas of Social Education, Pedagogy, Psychology, and Social Work. Dimensions 17 x 24 cm. Una selección de manuales que constituyen obras básicas para desarrollar temarios de educación a distancia y en cualquier otra modalidad, en Títulos de Grado y en Maestrías, en las áreas de Educación Social, Pedagogía, Psicología y Trabajo Social. Formato 17 x 24 cm. .... 13*
- **Educación Hoy Estudios.** *A fundamental collection of pedagogical thinking and education research written by the most renowned authors. Indispensable readings in Education Departments, Teacher Training Centres, Specialised libraries, Educative institutions, etc. Dimensions 17 x 24 cm. Una colección especializada en obras fundamentales del pensamiento pedagógico y de la investigación educativa a cargo de los más prestigiosos autores. Lecturas indispensables en Facultades de Ciencias de la Educación, Centros de Formación del profesorado, Bibliotecas especializadas, Instituciones educativas, etc. Formato 17 x 24 cm. .... 17*
- **Educadores XXI.** *This collection aims to outline the figure of the teacher in the 21<sup>st</sup> century: personality, role, interests, values, passions, worries, perspectives, functions. The readings will help the teachers to feel and be able to educate the students of the 21<sup>st</sup> century. Dimensions 13.5x21.5 Esta colección se propone delinear la nueva figura del docente en el siglo XXI: su personalidad, rol, intereses, valores, pasiones, inquietudes, perspectivas, funciones. Para ayudar al profesorado a sentirse y ser capaz de educar a los alumnos y alumnas del siglo XXI. Formato 13,5 x 21,5 cm. .... 26*
- **Educación Hoy.** *This collection presents a theoretical-practical and informational approach to essential issues that worry teachers of any education level: learning methodologies, curriculum, special education needs, professional development, coexistence, counselling, school organisation, innovation... Dimensions 15 x 21.5 cm. Esta colección presenta un enfoque teórico-práctico y divulgativo de los temas esenciales de la educación que preocupan al profesorado de todos los niveles: métodos de aprendizaje, currículum, inclusión, desarrollo profesional docente, convivencia, orientación educativa, organización escolar, innovación... Formato 15 x 21,5 cm. .... 28*
- **Herramientas.** *Useful and quality resources to ease the teacher's work, training, and professional development. Innovative resources, creative ideas, new and flexible proposals... A wide range of activities for any area of the Primary school curriculum. Dimensions 16.5 x 24 cm. Materiales de apoyo y herramientas de calidad para facilitar al profesorado su actividad docente y formativa. Recursos innovadores, sugerencias creativas, iniciativas nuevas y flexibles, en un amplio repertorio de actividades, para todas las áreas del currículo de Educación Primaria. Formato 16,5 x 24 cm. .... 38*
- **Primeros Años.** *Very valuable books for teachers who teach ages 0 to 6. Their content is mainly practical, and they include methodological resources for each stage of the curriculum. It is always based in the experience and last researches. Each book offers many ideas for work, organisation principles, and action proposals. Dimensions 15 x 20 cm. Libros muy útiles para el profesorado de 0 a 6 años; de contenido esencialmente práctico, con recursos metodológicos para el currículo de la etapa. Partiendo siempre de la experiencia y de las últimas investigaciones, cada título ofrece numerosas pistas de trabajo, sugerencias, principios organizativos, iniciativas y propuestas de acción. Formato 15 x 20 cm. .... 41*
- **Educación Secundaria.** *Support, interdisciplinary and varied resources for Secondary school teachers. It addresses issues about different curriculum areas, and offers models of planning, special education needs programs, activities, etc. Dimension 21 x 30 Materiales de apoyo, interdisciplinares y diversificados, para el profesorado de Educación Secundaria (12-16 años). Aborda temas referidos a las distintas áreas del currículo y ofrece modelos de programaciones, adaptaciones curriculares, actividades, etc. Formato 21 x 30 cm. .... 46*
- **Guías para la Formación.** *Collection addressed to socio-cultural animation professionals: non-formal education, education for participation, youth movements, etc. It is also interesting for educators in general, member of cultural associations, and other groups of people devoted to the community and the improvement of life quality in their contexts. Dimensions 15 x 23 cm. Colección dirigida a profesionales de la formación en contextos de animación sociocultural: educación no formal, educación para la participación, dinamización juvenil, etc. Interesante también para educadores en general, miembros de asociaciones culturales y otros colectivos con vocación de apertura a la comunidad y de mejora de la calidad de sus contextos. Formato 15 x 23 cm. .... 49*
- **Lectura y educación.** *This collection addresses the field of reading from a multidisciplinary and applied perspective, considering reading as the heart of any educational process. The publications in this collection offer studies by prestigious experts with the aim of being a reference in educational processes in which reading is a key point in the work carried out by specialists, teachers and parents; especially teachers of Language and Literature Didactics and professionals in reading mediation. The collection is directed by Santiago Yubero, Professor of Psychology at the University of Castilla-La Mancha and director of the Study Center for the Promotion of Reading and Children's Literature (CEPLI/UCLM) and Josep Ballester, Professor of Philology and President of the Spanish Society of Didactics of Language and Literature (SEDLL). Dimension 17 x 24 cm. Esta colección aborda el ámbito de la lectura desde una perspectiva multidisciplinar y aplicada, considerando la lectura como el corazón de cualquier proceso educativo. Las publicaciones de esta colección ofrecen estudios de prestigiosos expertos con el fin de que sean referencia en los procesos educativos en los que la lectura es un punto clave en la labor que llevan a cabo especialistas, maestros y padres; en especial los profesores de Didáctica de la Lengua y la Literatura y los profesionales de la mediación lectora. Dirigen la colección Santiago Yubero, Catedrático de Psicología de la Universidad de Castilla-La Mancha y director del Centro de Estudios para la Promoción de la Lectura y la Literatura Infantil (CEPLI/UCLM) y Josep Ballester, Catedrático de Filología y Presidente de la Sociedad Española de Didáctica de la Lengua y la Literatura (SEDLL). Formato 17 x 24 cm. .... 52*
- **Política educativa.** *A Collection that aims to clarify the vision of an educational policy for the 21<sup>st</sup> century and go down to the analysis of priority policies. The Collection is directed by Francisco López Rupérez, Director of the Chair of Educational Policies at the Camilo José Cela University. Dimensions 16 x 24 cm. Una Colección que pretende esclarecer la visión de una política educativa para el siglo XXI y descender al análisis de las políticas prioritarias. Dirige la Colección Francisco López Rupérez, Director de la Cátedra de Políticas Educativas de la Universidad Camilo José Cela. Formato 16 x 24 cm. .... 54*
- **Sociocultural.** *This collection is coordinated by Gloria Pérez Serrano, professor of Social Pedagogy at National Distance Education University (UNED). The books are theoretical-practical resources for the analysis of the reality. They will enable the reader to understand social dynamics and mechanics. Furthermore, they are an essential tool for professionals of Social Animation, Social Work, and Community Development. Dimension 14 x 21 cm. Colección dirigida por Gloria Pérez Serrano. Catedrática de Pedagogía Social de la Universidad Nacional de Educación a Distancia (UNED). Los libros de esta colección son un instrumento teórico-práctico de análisis de la realidad que permite comprender la dinámica social y los mecanismos que la mueven, a la vez que constituyen una importante herramienta para los profesionales de la Animación Social, del Trabajo Social y del Desarrollo Comunitario. Formato 14 x 21 cm. .... 57*
- **Mujeres.** *This collection is coordinated by Consuelo Flecha García, professor at Universidad de Sevilla (España). It is addressed to professional and university students, and any other person interested in gender issues. It aims to spread the social contribution of many women through History, in culture, education, economy, family, history, politics, and social concerns. Dimensions 15.5 x 21.5 cm. Colección dirigida por Consuelo Flecha García. Catedrática de la Universidad de Sevilla (España). Colección dirigida a profesionales y estudiantes universitarios y a todas aquellas personas interesadas por la cuestión de género, difunde aportaciones específicas de las mujeres a la sociedad en temas culturales, educativos, económicos, familiares, históricos, políticos y sociales. Formato 15,5 x 21,5 cm. .... 61*

# New teaching staff at the university

## Opportunities for their initial training and teacher professional development

Lucía Sánchez-Tarazaga · Francesc Esteve (Eds.)



UN69 // 3131-8 // 2024 // 223 pp.

Book  
Preview



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The University is currently facing a series of significant challenges such as overcrowding in the classrooms, the diversity of the student profile, the lack of financing, internationalization, the generation of socially responsible knowledge, the orientation towards inclusion policies and sustainability or the advancement of lifelong learning proposals in an increasingly digital environment. In response to these challenges, you must strive to design environments that allow your teachers to carry out their work under the necessary conditions, especially for those who are starting out in teaching.

The initial experiences of new teachers form the basis of their teaching model, which will condition their personality traits, motivations and attitudes during their professional career. Therefore, the way in which support and training systems are structured during this stage is crucial.

This book has been conceived with the purpose of exploring some of the specific programs for initial teacher training in a selection of public universities in Spain and Europe. It brings together experiences that exemplify the various training modalities available for newly incorporated teachers and shows the evolution that some institutions have experienced over the years, as well as their integration into the institutional strategy.

Each chapter presents a contextualized description of the program and highlights elements that make it unique, such as the use of portfolios, mentoring or formative evaluation. In addition, a section for reflection and recommendations is included that can inspire other programs and contribute to the improvement of the university training system, especially in the initial stage of teaching and teacher professional development.

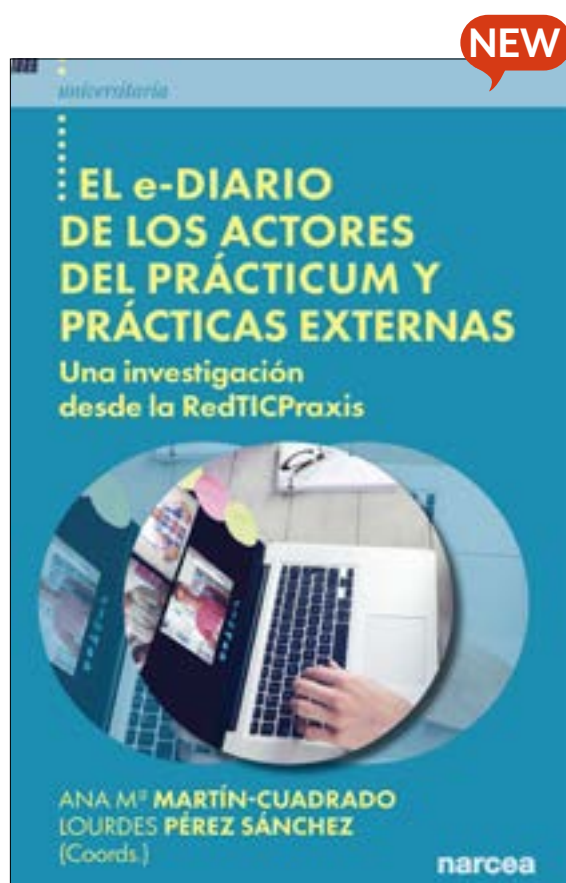
The book, coordinated by professors **Francesc Esteve** and **Lucía Sánchez-Tarazaga** from the Universitat Jaume I, highlights the training policies carried out by the institutions and points out possible future directions. It may be of great interest to a wide variety of readers, including those responsible for educational policies, coordinators of teacher training programs, research personnel and scholars of university teacher training in general.



# The e-diary of the actors of the Practice and external internship

## An investigation from RedTICPraxis

Ana María Martín-Cuadrado · Lourdes Pérez Sánchez (Coords.)



UN67 // 3128-8 // 2023 // 216 pp.

Book  
Preview



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This book collects the fruits of two years of research by the RedTICPraxis, whose purpose is twofold: on the one hand, it aims to offer some of the most representative results on the strategies that students use to build practical knowledge during their external internship period; and on the other hand, it provides information on the use of ICT in the use of practice diaries, as a facilitating tool for reflective practice.

From this perspective, this book, in addition to being part of the complementary bibliography in the External Practices subjects, is intended for all those higher education teachers interested in improving the structuring and training processes of the internship period of the various degrees.

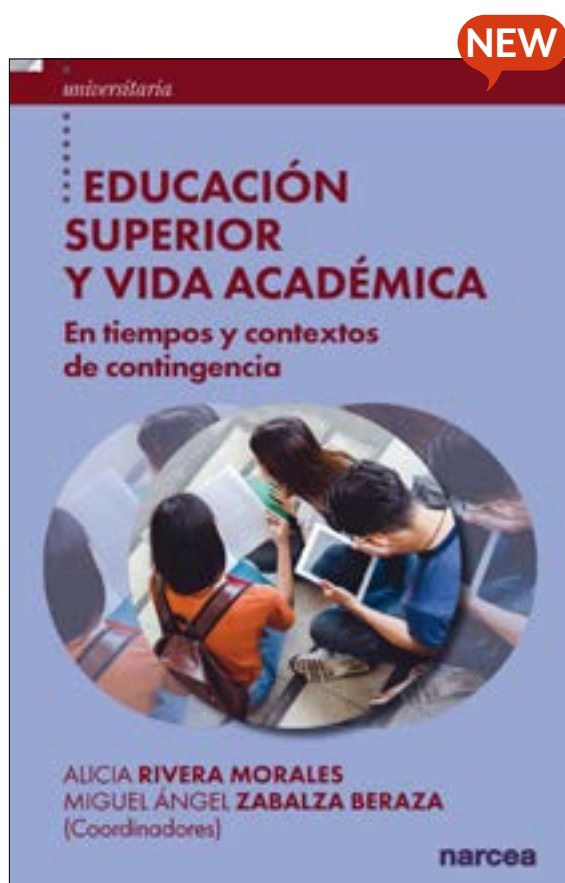
Certainly, the value of its proposal lies in the experience that the coordinators and guests of the work, as teachers from national and international universities, have in training contexts of non-face-to-face and face-to-face practices. The melting pot of experiences that are presented around reflective practice, during the students' stay in the collaborating centers of the universities, as well as the procedures used to collect and analyze the resulting information, represents an opportunity for construction of knowledge and the advancement of research on this topic.

The book is coordinated by **Ana María Martín-Cuadrado** (Senior Professor at the Faculty of Education of the UNED) and **Lourdes Pérez Sánchez** (Professor with a PhD in the Faculty of Education of the UNED), together with teachers and researchers from other universities, both national (University of Granada -Campus Ceuta-, University of Huelva, University of Málaga and University of Cantabria) as well as international (University of Cuenca, Ecuador; Universidad Federal do Paraná, Brazil; University of Guadalajara, Mexico; University of El Salvador, El Salvador; National University of Rosario, Argentina; National University of Patagonia San Juan Bosco, Argentina and Pontifical Catholic University, Peru). In addition to other people related to the tutoring of internships at the participating universities.

# Higher education and academic life

## In times and contexts of contingency

Alicia Rivera · Miguel Á. Zabalza (Coords.)



UN66 // 3095-3 // 2023 // 192 pp.

Book  
Preview



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All teachers agree that the pandemic is over and that we have overcome it in the best way possible. As happens with bad memories, we want to start a new stage. We are on the other side of the tunnel and it is time to recover the projects that were left unfinished, to look calmly at the future and to rejoice in our capacity for resilience.

In any case, a total erasure of the lived experience is impossible. It is one thing not to keep constantly complaining and another, very different, to forget about the experience by hiding it in a parenthesis between before and after. Wouldn't that be contradictory to the relevance that the new pedagogy aims to give to reflection, to taking into consideration the context, to the importance of training and knowing to become competent in managing our own life and the common well-being?

In Higher Education, all of us (professors, students, administration and service staff) have experienced intensely these years of uncertainty and contingency. We put on the survivor suit and did what we could and knew how to do. Then the outlook improved, we recovered our spirits and returned to the usual spirit and the usual themes: quality, learning, evaluation.

Teaching and the teaching profession always move around axes that are permanent: how do we convert what we do and what happens to us into a reflected experience (conversed, as one of the authors of this book points out)? How do we accompany our students in their training process, both in undergraduate and postgraduate degrees? How do we turn academic experiences, yours and ours, into knowledge and knowledge into commitment?

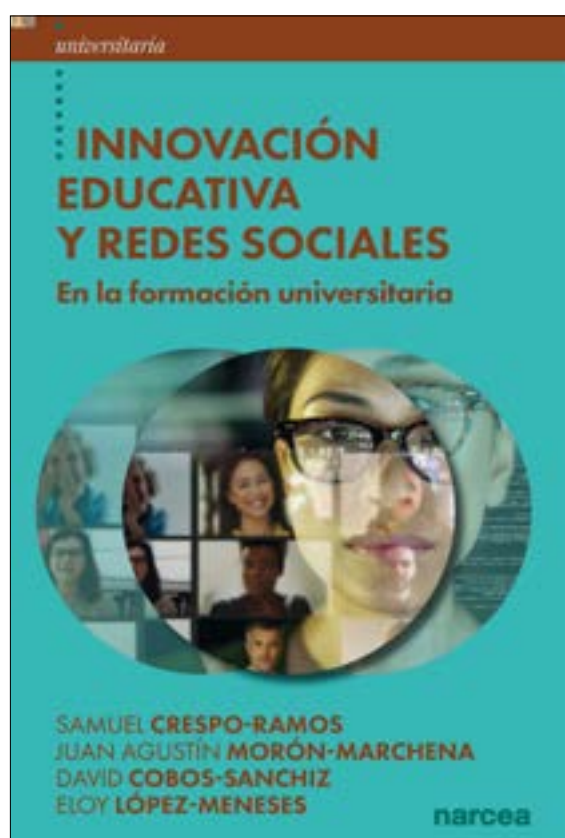
That's what this book is about: a multi-handed reflection on Higher Education in these complex and rich times that we have had to live in.

The following have participated in the publishing of this book: **Alicia Rivera**, **M<sup>a</sup> Concepción Barón** and **Luis Enrique González** (Mexico); **Carlos Moya-Ureta** (Chile); **Zoia Bozu**, **Juan M. Escudero**, **Felipe Trillo** and **Miguel Zabalza** (Spain).

# Educative innovation and social networks

At university

Samuel Crespo-Ramos · Juan Agustín Morón-Marchena  
David Cobos-Sanchiz · Eloy López-Meneses



UN65 // 2925-4 // 2022 // 144 pp.

Book  
Preview



Weblink



**W**hat role do social networks play in the educational context today? What is your true potential in higher education? What itinerary is needed to benefit from all its pedagogical advantages, if any, and as a means of institutional communication? These are some of the issues discussed in this book, which studies the value of social networks in the university's educational, communicative and institutional framework.

During the corona-virus pandemic we have connected a lot virtually, and social networks have become the backbone of social and educational ecosystems. This book, which is the result of a project carried out by the EduInnovagoría Research Group, studies the use of social networks in the educational field: it investigates their main techno-educational, socio-cognitive and sociological virtues. It clearly shows that the educational world after the pandemic cannot turn its back on this technology, which must be at the service of learning and communication.

Based on current studies, the book presents and analyzes the important elements that are needed to implement and optimize these complementary ways of communication, evaluation, teaching and learning, and takes into account the characteristics of the context, areas of application and necessary teacher training, from the traditional use to the academic context.

The book wants to shed light on the inevitable path of educational innovation, applied to higher education, based on approaches and research that must be considered, in order to answer the questions: why?, how?, what for?, in the planning, design and exploitation of social networks at the university. It is undoubtedly a necessary step in the curricular demand of the new digital and ubiquitous competence scenario in higher education. In summary, this is a book to explore, investigate, reflect and optimize the educational advantages offered by social networks in university environments.

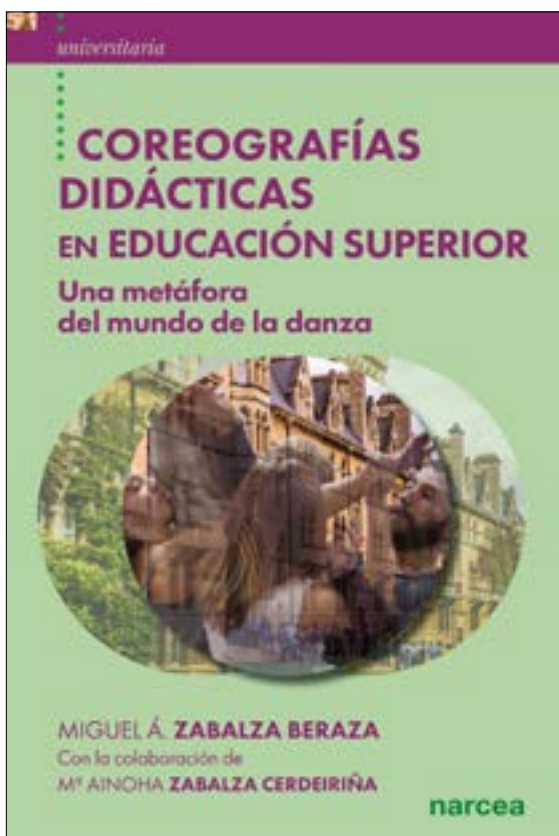
The authors are members of the Chair of Education in Emerging Technologies, Gamification and Artificial Intelligence (EduEmer): **Samuel Crespo-Ramos** (PhD in Social Psychology and Inspector of Education), and the Professors of the Pablo de Olavide University (Seville), **Juan Agustín Morón-Marchena** (Director of the Department of Education and Social Psychology); **David Cobos-Sanchiz** (Vice-Rector for Culture and Social Policies), and **Eloy López-Meneses** (Director of the EduEmer Chair and of the EduInnovagoría Research Group, PAIDI, HUM -971).



# Didactic choreography in higher education

## A metaphor from the world of dance

Miguel Á. Zabalza · M<sup>a</sup> Ainoha Zabalza Cerdeiriña



UN64 // 2916-2 // 2022 // 280 pp.

Book  
Preview



Weblink



**M**arcel Proust is said to have said that “the true journey of discovery begins with a new look”. That is precisely what this book proposes: a new look at university education, a loving and creative look built with artistic decoders. Oser and Baeriswyl (2001) proposed the metaphor of choreography as a new perspective capable of making us re-imagine teaching from parameters taken from the world of dance. Inspired by this metaphor, we have revisited, as they say now, Higher Education.

And what we see from that artistic viewpoint is a stage in which a set of instances and subjects act in unison as choreographers and dancers.

Higher Education institutions act (dance) within the choreographic framework established by laws and academic policies and in turn they design the choreography in which the teachers will dance, and the teachers, as choreographers, will also indicate the choreography in which their students must dance. And although students are fundamentally dancers, they must also have the possibility of redesigning for themselves that learning choreography that is more likely to benefit their creative capacity.

In this artistic view of Higher Education there is a principle that is key: art is a game of balance between what is established (choreography) and the individual expression of the artist (dance). Choreography is necessary to avoid chaos, but it cannot suffocate, it cannot become a corset or a protocol to be followed mechanically. The choreographic norms must not annul the singularity and creation of each artist, but rather encourage them. Art is linked to creation; and there is no art if there is no freedom to create. And there is no education either.

**Miguel Á. Zabalza**, is a professor of Didactics and School Organization. He is currently professor emeritus at the University of Santiago de Compostela. He has written numerous scientific studies on topics related to the analysis and development of university teaching and teacher training. He is coordinator of the University collection of Editorial Narcea. He is the president of the Ibero-American Association of University Didactics (AIDU) and the University Teaching Network (REDU).

**M<sup>a</sup> Ainoha Zabalza Cerdeiriña**, has a degree in Psychology and a degree in Early Childhood Education. She is a professor of Didactics and School Organization at the University of Vigo, Galicia. Her publications have focused on the didactic training of teachers on educational measurement and evaluation applied to areas such as teaching skills, academic performance and program evaluation.

# Diversity and inclusion at the University

## The path of institutionalization

José Luis Álvarez Castillo · María García-Cano Torrico (Eds.)



UN63 // -2894-3 // 2022 // 256 pp.

Book  
Preview



Weblink



The university has been used for decades to endorse social justice policies in this institution. Although in Spain it is a novel issue, it emerges firmly in the face of elitist discourses that defend that only those who deserve it can be in the university, without taking into account the social responsibility of the institutions. Given its innovative nature and the need for a rigorous analysis, this book presents the results of an investigation carried out over four years by a team made up of researchers from eight public universities. It diagnoses university policies and practices in terms of diversity in Spain and proposes the path of institutionalization as a global, cultural and change-oriented systematic process in the university. Reading this book is useful for the different groups of the university community involved in the organization to initiate, motivate, direct or sustain processes of change in favor of equity. The people who assume the task of governing each university are also questioned, as well as the governors and those responsible for the agencies and administrative structures that evaluate, control and supervise the quality of the university processes.

**José Luis Álvarez Castillo** is University Professor in the Department of Education at the University of Córdoba (Spain), and coordinator of the "Education, Diversity and Society" research group of the Andalusian Research Plan. His main line of work has been devoted to prejudice in education and strategies for its reduction in multicultural contexts.

**María García-Cano Torrico** is a permanent teacher in the Department of Education at the University of Córdoba (Spain). Since the 1990s, her lines of research have focused on intercultural education, gender, migration and diversity. She has been director of the Inclusive Education Unit at the University of Córdoba, where she took part in shaping political action and university practices for inclusion.



# The practicum in non-presential teaching contexts

## Research from practice

Ana M<sup>a</sup> Martín-Cuadrado · Laura Méndez-Zaballos  
Raúl González-Fernández (Coords.)



UN62 // 2885-1// 2022 // 232 pp.

Book  
Preview



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**T**his book is aimed at Higher Education teachers and researchers who are interested in improving the structuring and educational processes of the internship period of the various degrees in online training contexts, which are increasingly present in university institutions and have been enhanced due to the recent health situation.

The value of this book lies in the experience that its coordinators and many of its authors, as teachers and tutors at a distance university, have in distance learning contexts.

This experience has been completed with contributions from other university professors, both national and international, that are relevant in the context of the Practicum. It also has an important base in the field of practical training, as well as professionals linked to the real professional context of the internship: education inspectors, mentors, etc.

The book develops, in an interrelated and sequenced way, the identification and the role played by the different people concerned and the formative stages in which the Practice subjects are organized in these contexts. The book highlights the differences and similarities between practices in face-to-face and online universities, emphasizing the importance of research and innovation as essential elements to improve and provide higher quality to the Practicum in university education.

**Ana M<sup>a</sup> Martín-Cuadrado** is a permanent teacher at the University of Externships in the Faculty of Education of the UNED (National University of Distance Education), and Coordinator of the Practicum in the Master's Degree in Teacher Training.

**Laura Méndez-Zaballos** is a permanent teacher at the University of Externships of the UNED, Vice Dean of Professional Practices of the Faculty of Psychology and Coordinator of Externships of the Degree in Psychology.

**Raúl González-Fernández** is associate professor at the Faculty of Education of the UNED and a teacher and researcher in practical training for teachers and social educators.

These three coordinators are members of the Teaching Innovation Group Professional Practices (GID PiP) of the UNED.

# Keys to an inclusive education in covid times

## In university environment

Juan J. Leiva Olivencia · Antonio Matas Terrón (Coords.)



UN61 // 2871-4 // 2021// 124 pp.

Book  
Preview



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**T**he pandemic has transformed the world and education. We are experiencing momentous moments in a paradigmatic change in education, and we are witnessing and being protagonists of an authentic digital transmutation in training processes. Digitization was already more or less present in education, but its current implementation has brought about changes in the physiognomy and configuration of devices and teaching resources. All this has not been and is not free of conflicts, inconsistencies, dilemmas, challenges and challenges. In this book we intend to understand some of the keys to which we must pay attention so that an inclusive and quality education emerges strongly in a complex era of uncertainty and perplexity, especially in higher education scenarios.

These times that we've called "COVID times" pose a challenge in the transformation of education, and this will have inevitable repercussions on citizenship, culture, society and the economy. Undoubtedly, inclusive education is the only option that can promote modern and democratic educational systems for transformation, quality and social welfare.

In a historic moment of pace and dramatic progress, we cannot allow anyone to be left behind. Inclusive education must become the pedagogical tool for the empowerment and resilience of all people and communities in order to achieve inclusive progress in which education is the central axis towards sustainability and democratic ethics, so that society keep moving forward with social and environmental justice.

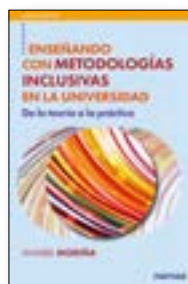
**Juan José Leiva Olivencia** is permanent teacher of the Department of Didactics and School Organization at the University of Malaga. His professional career is linked to research projects on inclusive education, interculturality and teacher training. He combines his teaching and research work with his task as assessor for different international agencies for the quality assessment in higher education.

**Antonio Matas Terrón** is a permanent teacher in the Research Methods Area at the Faculty of Educational Sciences at the University of Malaga. He was previously an associate professor at the University of Seville. He has focused his work as a researcher on educational measurement and evaluation applied to areas such as teaching skills, academic performance and program evaluation.



**RETHINKING HIGHER EDUCATION**  
Expert insight to encouraging debate  
In memory of Professor Miguel A. Zabalza  
**REPENSANDO LA EDUCACIÓN SUPERIOR**  
Miradas expertas para promover el debate  
Elípe Trillo (coord.).  
UN60 // 2783-0 // 2021 // 272 pp.

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**TEACHING WITH INCLUSIVE METHODOLOGIES AT THE UNIVERSITY**  
Putting theory into practice  
**ENSEÑANDO CON METODOLOGÍAS INCLUSIVAS EN LA UNIVERSIDAD**  
De la teoría a la práctica  
Anabel Moriña (Ed.).  
UN59 // 2796-0 // 2021 // 152 pp.

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**REFLECTIVE AND RESEARCH TEACHING**  
Proposals and training experiences  
**PROFESORADO REFLEXIVO E INVESTIGADOR**  
Propuestas y experiencias formativas  
Ángels Domingo Roget (Ed.).  
UN57 // 2735-9 // 2020 // 192 pp.

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**KNOWLEDGE TRANSFER**  
A strategic challenge  
**LA TRANSFERENCIA DE CONOCIMIENTO EN EDUCACIÓN**  
Un desafío estratégico  
Verónica Baena García  
UN55 // 2650-5 // 2019 // 176 pp.

**RIGHTS: AVAILABLE**



**EXPERIENTIAL LEARNING AS TEACHING METHODOLOGY**  
Good practices  
**EL APRENDIZAJE EXPERIENCIAL COMO METODOLOGÍA DOCENTE**  
Buenas prácticas  
Verónica Baena García  
UN53 // 2650-5 // 2019 // 176 pp.

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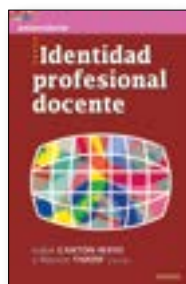
**MAPPING THE BEST UNIVERSITY TEACHING**  
**CARTOGRAFÍA DE LA BUENA DOCENCIA UNIVERSITARIA**  
Un marco para el desarrollo del profesorado basado en la investigación  
Javier Paricio, Amparo Fernández e Idoia Fernández (Eds.).  
UN52 // 2614-7 // 2019 // 336 pp.

**RIGHTS: AVAILABLE**



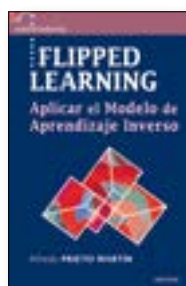
**ACADEMIC WRITING IN HIGHER EDUCATION**  
**LA ESCRITURA ACADÉMICA**  
en la formación universitaria  
Maria Inês Côrte Vitória  
UN49 // 2481-5 // 2018 // 176 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**



**TEACHERS' PROFESSIONAL IDENTITY**  
**IDENTIDAD PROFESIONAL DOCENTE**  
Isabel Cantón and Maurice Tardif (Coords.).  
UN48 // 2396-2 // 2018 // 232 pp.

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**FLIPPED LEARNING**  
**FLIPPED LEARNING**  
Aplicar el Modelo de Aprendizaje Inverso  
Alfredo Prieto Martín  
UN45 // 2346-7 // 2ª ed. 2018 // 208 pp.

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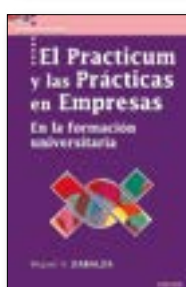
**MANAGEMENT OF CRITICAL INCIDENTS AT UNIVERSITY**  
**LA GESTIÓN DE INCIDENTES CRÍTICOS EN LA UNIVERSIDAD**  
Carles Monereo, Manuel Monte & Paola Andreucci  
UN41 // 2123-4 // 2015 // 264 pp.

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**GENERIC COMPETENCES IN HIGHER EDUCATION**  
**COMPETENCIAS GENÉRICAS EN EDUCACIÓN SUPERIOR**  
Metodologías específicas para su desarrollo  
L. Villardón-Gallego (Coord.).  
UN40 // 2077-0 // 2015 // 192 pp.

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**PRACTICUM AND WORK PLACEMENT AT ENTERPRISES**  
**IN HIGHER EDUCATION**  
**EL PRACTICUM Y LAS PRÁCTICAS EN EMPRESAS**  
En la formación universitaria  
Miguel Ángel Zabalza  
UN38 // 1913-2 // 2013 // 192 pp.

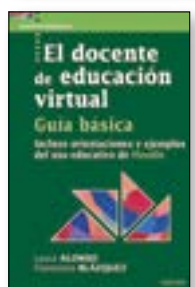
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**VALUES EDUCATION AT UNIVERSITY**  
**Suggestions and experiences**  
**EDUCACIÓN EN VALORES EN EL ÁMBITO**  
**UNIVERSITARIO**  
**Propuestas y experiencias**  
 Rosa Mª Rodríguez Jiménez  
 UN35 // 1886-9 // 2012 // 192 pp.

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**THE VIRTUAL EDUCATION TEACHER**  
**Basic handbook. It includes guidelines and**  
**examples on the educational use of Moodle.**  
**EL DOCENTE DE EDUCACIÓN VIRTUAL**  
**Guía básica. Incluye orientaciones y ejemplos**  
**del uso educativo de Moodle**  
 L. Alonso & F. Blázquez  
 UN33 // 1748-0 // 2012 // 180 pp.

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**INCLUSIVE TUTORING AT UNIVERSITY**  
**Good practice guide for counselling students**  
**with Special Education Needs**  
**TUTORÍA UNIVERSITARIA INCLUSIVA**  
**Guía de buenas prácticas para la orientación**  
**de estudiantes con necesidades educativas**  
**específicas**  
 P. R. Álvarez Pérez (Coord.)  
 UN32 // 1815-9 // 2012 // 192 pp.

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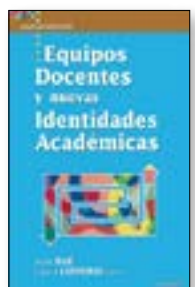
**e-ASSESSMENT ORIENTED TOWARD STRATEGIC**  
**e-LEARNING IN HIGHER EDUCATION**  
**e-EVALUACIÓN ORIENTADA AL e-APRENDIZAJE**  
**ESTRATÉGICO EN EDUCACIÓN SUPERIOR**  
 Gregorio Rodríguez & Mª Soledad Ibarra (Edits.)  
 UN29 // 1803-6 // 2011 // 160 pp.

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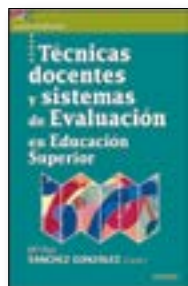
**TEACHING PLANNING AT UNIVERSITY**  
**Development of syllabus**  
**PLANIFICACIÓN DE LA DOCENCIA**  
**EN LA UNIVERSIDAD**  
**Elaboración de las Guías Docentes de las**  
**Materias**  
 Miguel Ángel Zabalza & Mª Ainoha Zabalza  
 UN28 // 1729-9 // 3ª ed. 2018 // 224 pp.

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**TEACHING STAFF TEAMS AND NEW ACADEMIC**  
**IDENTITIES**  
**EQUIPOS DOCENTES Y NUEVAS IDENTIDADES**  
**ACADÉMICAS**  
 Joan Rué & Laura Lodeiro (Edits.)  
 UN27 // 1721-3 // 2010 // 216 pp.

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**TEACHING STRATEGIES AND ASSESSMENT**  
**SYSTEMS IN HIGHER EDUCATION**  
**TÉCNICAS DOCENTES Y SISTEMAS DE**  
**EVALUACIÓN EN EDUCACIÓN SUPERIOR**  
 Mª Paz Sánchez (Coord.)  
 UN26 // 1716-9 // reimp. 2018 // 128 pp.

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**COGNITIVE COMPETENCES**  
**IN HIGHER EDUCATION**  
**COMPETENCIAS COGNITIVAS**  
**EN EDUCACIÓN SUPERIOR**  
 Mª Luisa Sanz de Acedo  
 UN25 // 1690-2 // 2ª ed. 2012 // 160 pp.

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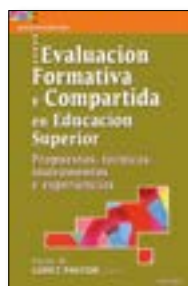
**RESEARCHING WITH MIND MAPS**  
**INVESTIGAR CON MAPAS CONCEPTUALES**  
**Procesos metodológicos**  
 J. Arellano & M. Santoyo  
 UN24 // 1645-2 // 3ª ed. 2015 // 208 pp.

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**OF COMPETENCES IN HIGHER EDUCATION**  
**DESARROLLO Y EVALUACIÓN DE**  
**COMPETENCIAS EN EDUCACIÓN SUPERIOR**  
 Ascensión Blanco (Coord.)  
 UN23 // 1600-1 // 3ª ed. 2016 // 192 pp.

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**FORMATIVE AND SHARED ASSESSMENT**  
**IN HIGHER EDUCATION**  
**EVALUACIÓN FORMATIVA Y COMPARTIDA**  
**EN EDUCACIÓN SUPERIOR**  
**Propuestas, técnicas, Instrumentos**  
**y experiencias**  
 V. M. López Pastor (coord.)  
 UN21 // 1596-7 // 2ª ed. 2011 // 272 pp.

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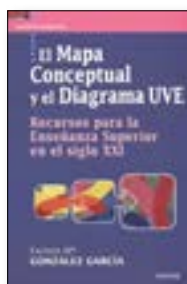
**AUTONOMOUS LEARNING**  
**IN HIGHER EDUCATION**  
**EL APRENDIZAJE AUTÓNOMO**  
**EN EDUCACIÓN SUPERIOR**  
 Joan Rué  
 UN20 // 1632-2 // reimp. 2018 // 272 pp.

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**PROBLEM BASED LEARNING  
IN HIGHER EDUCATION**  
**EL APRENDIZAJE BASADO EN PROBLEMAS**  
Una propuesta metodológica en Educación Superior  
A. Escribano & A. del Valle (Coords.)  
UN18 // 1575-2 // 4ª ed. 2018 // 192 pp.

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**MIND MAP AND V-MODEL**  
Resources for teaching in Higher Education in the 21st century  
**EL MAPA CONCEPTUAL Y EL DIAGRAMA UVE**  
Recursos para la Enseñanza Superior en el siglo XXI  
Fermín Mª González García  
UN17 // 1573-8 // 2ª ed. 2008 // 184 pp.

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**TEACHING AT UNIVERSITY**  
The EHEA as a challenge for Higher Education  
**ENSEÑAR EN LA UNIVERSIDAD**  
El EEES como reto para la Educación Superior  
Joan Rué  
UN16 // 1558-5 // 2007 // 224 pp.

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**PROFESSOR'S EFFICIENCY**  
**AUTOEFICACIA DEL PROFESOR UNIVERSITARIO**  
Eficacia percibida y práctica docente  
Leonor Prieto Navarro  
UN15 // 1548-6 // 2ª ed. 2009 // 200 pp.

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**UNIVERSITY DIDACTICS IN VIRTUAL LEARNING – AND TEACHING – ENVIRONMENTS**  
**DIDÁCTICA UNIVERSITARIA EN ENTORNOS VIRTUALES DE ENSEÑANZA-APRENDIZAJE**  
Guillermo Bautista et al.  
UN13 // 1534-9 // 3ª ed. 2011 // 250 pp.

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**ENTERPRISE ORGANISATION FOUNDATION**  
Brief history of Management  
**FUNDAMENTOS EN LA ORGANIZACIÓN DE EMPRESAS**  
Breve historia del Management  
Javier Fernández Aguado  
UN11 // 1504-2 // 2006 // 128 pp.

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**NEW KEYS FOR TEACHING AT UNIVERSITY**  
within the European Higher Education Area  
**NUEVAS CLAVES PARA LA DOCENCIA UNIVERSITARIA**  
en el Espacio Europeo de Educación Superior  
A. Benito & A. Cruz  
UN10 // 1501-1 // 3ª ed. 2011 // 144 pp.

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**PARTICIPATORY METHODS IN HIGHER EDUCATION**  
**METODOLOGÍA PARTICIPATIVA EN LA ENSEÑANZA UNIVERSITARIA**  
Fernando López Noguero  
UN9 // 1498-4 // 4ª ed. 2016 // 176 pp.

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**PROFESSOR'S TEACHING COMPETENCES**  
Quality and professional development  
**COMPETENCIAS DOCENTES DEL PROFESORADO UNIVERSITARIO**  
Calidad y desarrollo profesional  
Miguel Ángel Zabalza  
UN4 // 1399-4 // 4ª ed. 2017 // 232 pp.

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**VIRTUAL TEACHING FOR INNOVATION AT UNIVERSITY**  
**ENSEÑANZA VIRTUAL PARA LA INNOVACIÓN UNIVERSITARIA**  
Manuel Cebrián (Coord.)  
UN3 // 1436-6 // 2ª ed. 2006 // 200 pp.

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**YOUTH, UNIVERSITY, AND SOCIAL RESPONSIBILITY**  
An experience of insertion in the community  
**JÓVENES, UNIVERSIDAD Y COMPROMISO SOCIAL**  
Una experiencia de inserción comunitaria  
J. García Roca & G. Mondaza  
UN2 // 1378-9 // 2002 // 216 pp.

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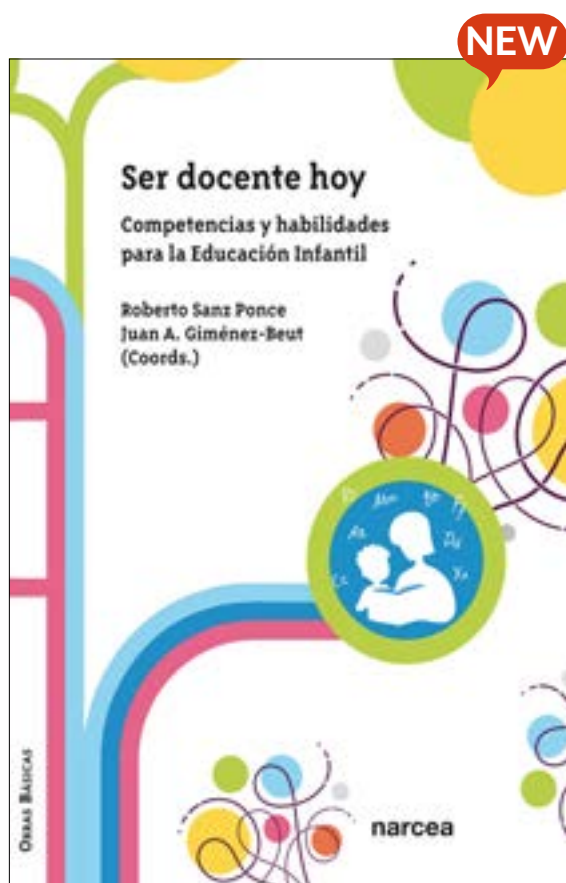
**TEACHING IN HIGHER EDUCATION**  
People involved and circumstances  
**LA ENSEÑANZA UNIVERSITARIA**  
El escenario y sus protagonistas  
Miguel A. Zabalza  
UN1 // 1376-5 // 4ª ed. 2014 // 240 pp.

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# Being a teacher today

## Competencies and skills for Early Childhood Education

Roberto Sanz Ponce · Juan A. Giménez-Beut (Coords.)



BU11 // 3138-7 // 2024 // 164 pp.

Book  
Preview



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**B**eing a teacher today, just like yesterday, is a complex task. A task that is not within the reach of anyone who wants to study Teaching, since it requires talent and a special disposition. If we focus on the earliest educational level, Early Childhood Education, we will surely appreciate - in its double meaning: that of perceiving and that of valuing - some specific qualities and skills among teachers, which define and characterize this group.

Early Childhood Education is passion for teaching, concern for students, educational innovation, feeling, spontaneity, curiosity, growth and large doses of patience, temperance and adaptability. It is putting the student at the center of the process - as it should always be and at every educational level -, adapting to the context, the reality of the students and their needs, it is bending down, dancing, singing, dramatizing and staining one's hands with colors, clay or plasticine. It is understanding long-term education, planting the seed of knowledge and curiosity, the desire to learn, autonomy, freedom and responsibility. It means becoming a model, a learning guide, a creator of dreams and illusions, counterweighing family and social environments, if conditions demand it.

Being a teacher today, just like yesterday, is a service to society. It is to forge the citizens of tomorrow, built today, committed, respectful and defenders of values and principles that make us increasingly better. It means training people seriously and not serially, creating a better and fairer world, allowing future generations to enjoy a dignified life.

The fundamental objective of this book is to describe and discover the competencies and skills to become a good teacher. A teacher who properly manages her/his classroom, who motivates, inspires and develops each and every one of her/his students' talents. A teacher capable of facing the conflicts that arise daily, with effective tools and techniques to detect, prevent and intervene in the face of any "problem" that distorts the educational process and/or the personal development of the students. A teacher who educates in values, with her/his example and with appropriate methodological strategies, who recognizes the child as a being with rights and experiences them - teaches - in the classroom, allowing the right to participate to develop. A teacher who implements different methodologies and takes into account the advances in neuropedagogy, as well as different alternative pedagogies that provoke socio-civic learning.



# Didactics of Music and Body Expression in Early Childhood Education

Filipa M. B. Lã · Mercedes Quero-Gervilla (Coords.)



BU10 // 3118-9 // 2023 // 336 pp.

Book  
Preview



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**E**arly Childhood Education constitutes one of the pillars of individual training for lifelong learning. Within this stage, Musical Education and Body Expression nourish the development of the boy and girl in many areas. Both music and body movement allow self-knowledge, self-expression and communication with others. The power of sound, rhythm and self-expression through body language promote sensitivity, creativity, self-esteem, intelligence and empathy, nuclear elements in personal and social development.

This manual provides a solid theoretical-practical approach to Musical Education and Body Expression for future Early Childhood Education teachers, as well as for anyone interested in these fields of knowledge. It rigorously presents the most relevant aspects of these two areas of study and their importance in child development from a triple perspective that addresses: foundations, didactics and resources.

In an attractive and didactic way, the main theories and models of Musical Education and Body Expression are presented, and the benefits that practice, and creative, motor play bring to children, also offering resources and strategies for work in the classroom.

The manual is prepared by teachers and researchers from various Spanish and foreign universities and schools, with experience in training Early Childhood and Primary Education teachers, as well as specialists in other educational levels and fields of knowledge, such as psychology, musical performance, dance, theatre, creativity and the art of movement.

Thanks to these contributions and the resources presented, this manual constitutes a work that any person –teaching professional or not– can understand and use in multiple applications, such as Social Work and Art Therapy, to promote full inclusive development processes.

The manual, coordinated by **Filipa M.B. Lã** and **Mercedes Quero-Gervilla**, has been prepared by these authors together with **Helena Ferrari**, **Pastora Martínez Castilla**, **Sandrina Milhano**, **Rosaura Navajas Seco**, **Rafael Ruiz Núñez** and **Marta Schinca**, all of them teachers and researchers from various Spanish and foreign universities and schools, with experience in Early Childhood and Primary Education, as well as specialists in other educational levels and fields of knowledge, such as psychology, musical performance, dance, theater, creativity and the art of movement.

# Psychomotor skills in Early Childhood Education

## Fundamentals and proposals for education professionals

Ángel De-Juanas Oliva · Diego Galán-Casado  
Juana María Anguita Acero · Filipa M. B. Lã (Coords.)



BU9 // 3110-3 // 2023 // 168 pp.

**E**arly Childhood Education has great importance in the cognitive, physical, psychological, motor and social development of any person. Within this educational stage, psychomotor skills are presented as one of the essential pillars on which the rest is based, favouring appropriate expression, communication and relationship processes.

This book has been conceived as a practical manual that aims to serve to bring psychomotor skills closer to future teachers in Early Childhood Education and to all those interested in this topic. The book provides a detailed exposition of the most important psychomotor aspects and the impact that these have on all of our lives from an early age.

The reader will find, in an attractive and didactic way, the fundamental principles that govern psychomotor skills in the Early Childhood Education stage, as well as the origin and the most important theories or models. Different resources and methodological strategies are also presented for their application in the classroom. Finally, the main psychomotor difficulties are addressed, with the purpose of being able to identify them and establish actions that contribute to facing them from the initial stages, keeping in mind at all times the promotion of full inclusive processes.

The book is prepared by expert teachers on the subject. Thanks to their contributions and the methodology of the book, any person - teaching professional or not - can understand, from reading it, the impact of psychomotor skills on students and the fundamental principles of this field in relation to Early Childhood Education.

The book, coordinated by UNED professors **Ángel De-Juanas Oliva**, **Diego Galán-Casado**, **Juana María Anguita Acero** and **Filipa M. B. Lã**, is prepared by teachers and researchers from various Universities with extensive experience in Early Childhood and Primary Education Degrees, as well as by experts with extensive experience in other educational levels and specialists in the bio-health field.

Book  
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# Active methodologies applying digital technologies

Verónica Basilotta Gómez-Pablos · Alba García Barrera



BU8 // 3104-2 // 2023 // 208 pp.

Book  
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The book offers the theoretical bases and the keys necessary to implement various active methodologies in classrooms with the support of digital resources. These methodologies are especially useful if we want to develop competency-based education and reinforce the responsibility of students, their involvement, interest and motivation towards learning. Furthermore, emerging pedagogies are a trend that teachers, students and families are currently demanding, given their importance in guaranteeing a more meaningful, equitable and quality education.

The book also focuses on the opportunities that ICT provide from a more educational than technological or instrumental perspective, since these resources are essential to facilitate open, interactive learning environments, rich in stimuli and motivating for both students and teachers.

A book designed for education professionals with examples and concrete experiences that facilitate the understanding of the contents addressed and that allow in-depth knowledge of how to implement them in the classrooms, the active methodologies described, bringing each of them closer to reality, and in an enjoyable and practical way. Reading it can contribute to improving the educational practice of teachers, focusing it towards true competency-based education that is useful in the long term, using active methodologies that help sow positive emotions towards learning, involving students and placing them as the main actor in said process.

**Verónica Basilotta Gómez-Pablos** is a Doctor in Education and has received an extraordinary PhD award from the University of Salamanca. She is currently a professor in the Department of Education at the Distance University of Madrid and Director of the Doctorate in Education and Technology at the same university. She is part of the research group in Innovation and Digital Education (EduDIG) of the University of Salamanca.

**Alba García Barrera** has a PhD in Education from the University Autonomous of Madrid. She is currently a professor in the Department of Education of the Distance University of Madrid, where she directs the Master's Degree in Inclusive and Personalized Education. She is the Principal Researcher of the Research Group for the Improvement of Educational Processes (ProEdu) and an active member of the Research Group on Supranational Educational Policies.



# Obras básicas



## EDUCATIONAL THEORY Educate looking to the future TEORÍA DE LA EDUCACIÓN Educar mirando al futuro

M. García Amilburu & J. García Gutiérrez  
BU7 // 2977-3 // 2022 // 256 pp.

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As professionals in the field of Education we have the necessary knowledge to face educational interventions in all the contexts in which a person interacts. We research, we attempt to know the human being better, to be able to guide each individual in their process of self-realization in an increasingly uncertain world. In this process we often ignore the essential of this task: education is an encounter between persons, hence its fragility. Fragility that does not mean that this task is uncertain, or weak, without a clear foundation or a corpus of knowledge of its own. Just the contrary. Education requires theoretical and practical knowledge that helps us understand what is education, how to carry it out, where, for what and why; which requires us to know the keys to all educational actions that make up educational knowledge.

And in this process, the Theory of Education - as scientific knowledge that explains, describes, predicts, systematizes - contributes to education not only the necessary knowledge to explain it, but also, and just as relevant, it provides that knowledge directed to the improvement of educational and/or socio-educational action.

The objective of this book is to contribute to this knowledge by proposing topics essential to know them, delve into them, debate them and provoke critical reflection,

knowing that it is not static knowledge, but that it continues to evolve, thanks to both the contributions from other sciences, from innovative experiences, from experts in different areas, as well as the always dynamic context in which we live.

This text is offered as a basic book in the subject 'Educational Theory', for the 1st Grade, in the Degrees of Pedagogy and Social Education.

**Marta Ruiz-Corbella** and **Miriam García-Blanco** are professors in the Department of Educational Theory and Social Pedagogy at the National University of Distance Education (UNED). They have been teaching the subject 'Educational Theory' for more than 15 years. Regarding this subject, they have participated in teaching innovation projects, scientific meetings and publications in this area. They maintain a line of research focused on teaching and training in higher education institutions.



## TEACHING-LEARNING PROCESSES IN EARLY CHILDHOOD EDUCATION PROCESOS DE ENSEÑANZA-APRENDIZAJE EN EDUCACIÓN INFANTIL

Raúl González-Fernández, Ernesto López-Gómez & María Luz Cacheiro-González  
BU6 // 2949-0 // 2022 // 240 pp.

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## SCHOOL AND EARLY YEARS A contribution from the Theory of Education ESCUELA Y PRIMERA INFANCIA Aportaciones desde la Teoría de la Educación

Marta Ruiz-Corbella  
BU5 // 2946-9 // 2022 // 240 pp.

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## PHILOSOPHY OF EDUCATION Issues of today, issues of tomorrow FILOSOFÍA DE LA EDUCACIÓN Cuestiones de hoy y de siempre

M. García Amilburu & J. García Gutiérrez  
BU4 // 1819-7 // 2ª ed. 2017 // 216 pp.

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## KEYS FOR EDUCATION People and environments in today's society CLAVES PARA LA EDUCACIÓN Actores, agentes y escenarios en la sociedad actual

L. García Aretio, M. Ruiz Corbella y M. García Blanco  
BU3 // 1624-7 // 2011 // 344 pp.

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## SOCIAL PEDAGOGY INTERVENTION Where and how INTERVENCIÓN EN PEDAGOGÍA SOCIAL Espacios y metodologías

Mª L. Sarrate & Mª Á. Hernando (Coords.)  
BU2 // 1623-0 // 2009 // 176 pp.

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## LIFELONG LEARNING PARADIGM The 21st century challenge EL PARADIGMA DE LA EDUCACIÓN CONTINUA Reto del siglo XXI

E. López-Barajas Zayas (Coord.)  
BU1 // 1601-8 // 2009 // 176 pp.

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# Towards transformative teacher training

## Effective strategies for trainers

Olga Esteve · Ángel Alsina (Eds.)



EE185 // 3122-6 // 2024 // 192 pp.

The relationship between practice and theory continues to be one of the most problematic aspects in the field of teacher training. This book is aimed at trainers – both initial and ongoing training – and aims to pave the way from practice to theory and vice versa. To this end, an integrative, open, collaborative and self-regulatory training methodology is described, substantiated and exemplified, aimed at establishing this much-desired connection, and helping teachers in training to be the protagonists of their own professional development.

The book is structured in three blocks: first, some essential starting questions are answered: How do you learn to be a teacher? What type of training is most appropriate to promote effective professional development? In the second block, the “practice-theory” binomial is focused on, as well as the relationship between experts and novices, and new strategies based on sociocultural and neo-sociocultural principles are presented; and, in the third, examples of training practices based on these principles, results and future perspectives are presented.

The editors of this book, **Olga Esteve** (retired professor at Pompeu Fabra University) and **Ángel Alsina** (professor at the University of Girona), have extensive professional careers in teacher training. They have specialized in transformative training models, aimed at promoting the construction of grounded practical knowledge by the teachers themselves, from their own agency and identity; and have promoted and implemented these models in multiple initial and ongoing teacher training activities in Spain and other European and international countries, such as Germany, Argentina, China, Brazil, Colombia, Cuba, Chile, El Salvador, United States, Guatemala, Mexico, Peru, Panama, Portugal.

Book  
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# Service-Learning

## Ethical and civic learning scenarios

Marta Ruiz-Corbella · Juan García-Gutiérrez (Eds.)



EE184 // 3135-6 // 2023 // 242 pp.

Book  
Preview



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**S**tep by step, the Service-Learning (ApS) approach is being consolidated in our higher education institutions. Universities with this approach show both their social responsibility and their intention to be more authentic and faithful to their own ancient tradition and identity. An identity that does not remain static, but, being true to itself, evolves creatively, offering innovative responses to the demands of new times. Now, this response is not only positive for society, it is also positive for the students themselves, who are the center of the academic life of the Universities, and for the rest of the university community. And, as stated in the Preamble of the Organic Law of the University System (2023), this responds to the imbalances between the university system and the needs of society. A response that explores new ways and forms of relationship with society through teaching, research and knowledge transfer, beyond mercantile and commercial parameters.

Indeed, ApS projects have shown positive learning results in terms of knowledge and skills specific to the degree involved, along with transversal skills. The soft skills from which we obtain the necessary tools to learn what is required at all times, but, especially, to face the demands and challenges of our societies: from the defense and promotion of human rights, participation and civic commitment to democratic culture, through knowing how to value one's own and team work, intercultural dialogue, or commitment to the environment.

This book is already the third volume of an editorial line that began addressing the challenges of evaluation in the application of ApS; The second book, after the pandemic, focused on the analysis and explanation of virtual service-learning, as a modality of ApS with its own identity. In this third part we face, together with professors from several Spanish universities, a complex, yet vital topic: the normative dimension of, and in, service-learning; its ethical and civic dimension that is present in each of these actions in which the co-responsibility of each student for their own learning process and the social, economic development... of the land in which they live, is promoted.

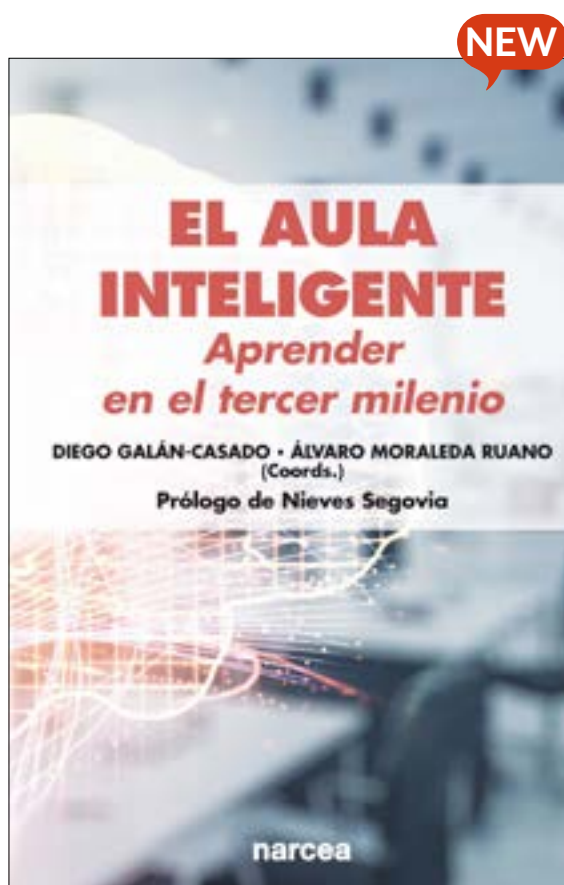
**Juan García-Gutiérrez** and **Marta Ruiz-Corbella** are professors in the Department of Educational Theory and Social Pedagogy at the National University of Distance Education (UNED). They are part of the UNED Service Learning Office team. Coordinators of the consolidated, interdisciplinary and interuniversity Teaching Innovation Group for the Development of Ethical and Civic Competence and Community-based Methodologies (APS-CBR) in Higher Education (COETIC-GID). Both researchers and authors of numerous publications have coordinated this work, within the framework of the research and innovation projects in which they work internationally. Currently, they develop the service-learning methodology in scenarios mediated by technologies.



# The smart classroom

## Learning in the third millennium

Diego Galán-Casado · Álvaro Moraleda (Coords.)



EE183 // 3125-7 // 2023 // 128 pp.

Book  
Preview



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In the changing educational landscape, a powerful paradigm is rising that redefines the way we learn and teach: the Smart Classroom. As a flash of innovation, this educational reality, created in the 90s by Mr. Felipe Segovia Olmo, President of the SEK Educational Institution, invites us to explore a horizon of limitless possibilities, where knowledge merges with technology to create enriching and meaningful learning experiences.

The Intelligent Classroom is an academic and at the same time informative work, which offers the reader a captivating experience, a scientific and critical analysis that analyzes and responds to current educational needs. In this new educational model, the teacher becomes a facilitator, a guide, whose function transcends the traditional figure of the teacher, while the student acts as an active and autonomous agent to give meaning to their learning process; The methodology explores evidence-based teaching approaches and adapts to individual needs, enhancing the understanding and application of content and acquisition of skills; and evaluation is redefined as a continuous and formative process, providing constant and personalized feedback, and promoting the growth and comprehensive development of students.

The physical and social environment of learning is equally fundamental. The importance of flexible spaces is shown, which stimulate creativity, collaboration and the exchange of ideas; all of this, mediated by efficient time management that favors greater learning opportunities and enhances the personalization of teaching.

In summary, the book deepens the understanding of this innovative educational approach and offers the necessary tools to embrace this change and contribute to the advancement of quality education adapted to both individual and collective needs.

They have coordinated the work, with the collaboration of thirty researchers and authors:

**Diego Galán-Casado**, Graduate in Pedagogy and Doctor in Pedagogy from the UCM. He has been a professor at the Faculty of Education of the UCJC, teaching at the degree levels of Early Childhood Education, in Primary Education and in the Master's Degree in Secondary Education. He currently carries out his work and research activity as an Assistant Professor in the Department of Educational Theory and Social Pedagogy of the UNED.

**Álvaro Moraleda**, Graduate in Pedagogy, Doctor in Education from the UCM, with an extraordinary doctorate award. He has teaching experience in Universities (Primary and Early Childhood Education, and Master's in ELE, Secondary, Management, among others) in the lines of emotional intelligence and educational statistical research methods. Currently, he holds the Research Coordination of the Faculty of Education of the UCJC. Nieves Segovia Bonet, President of the SEK Educational Institution, is the author of the Prologue.

# Vocational Training as a lever for inclusion

Sergio López Barrancos · Juan Navarro Barba · Andrés Escarbajal Frutos



EE182 // 3107-3 // 2023 // 120 pp.

Book  
Preview



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**C**onsolidating quality Vocational Training is one of the great challenges of the educational system in the coming years, among other things, to solve academic failure, which is usually accompanied by educational abandonment. But also, and in the same way, Vocational Training has to respond to new social demands and prepare its students to respond to a future in which a large part of current jobs will cease to exist and there will be new job niches, not yet discovered, which will require highly qualified professionals, capable of adapting to new emerging professions.

From that perspective: Is Vocational Training a good educational alternative for vulnerable groups? Can Vocational Training contribute to a more inclusive education? Why are the Sustainable Development Goals (SDGs) a good framework of reference? Will Dual Vocational Training meet the great expectations generated? Are Vocational Training teachers sufficiently prepared to respond to the new challenges that society demands?

This book aims to answer these questions, addressing the analysis of Vocational Training as an educational itinerary that has grown –which continues and will continue to grow– in prestige and employability, becoming a strategic element of the educational system due to its quality, effectiveness and search for the excellence.

**Sergio López Barrancos** is a specialist teacher in Physical Education, Master in Research in Early Childhood Education and Primary Education, Graduate in Psychopedagogy UNED and Doctor in Education from the University of Murcia. He was a Technical Teaching Advisor in the Educational Quality and Evaluation Service of the Ministry of Education of Murcia and General Director of this Ministry. He is the author of articles in nationally indexed magazines and a speaker at national and international conferences. Currently, he is director of the CEIP La Santa Cruz in the town of Caravaca de la Cruz and deputy director of the Magazine of Education, Innovation and Training (REIF). **Juan Navarro Barba** is a technical advisor for Vocational Training at the Ministry of Education, Vocational Training and Employment of Murcia. He has been Head of the Diversity Service, educational counselor and associate professor at the University of Murcia. He has participated in European projects as an international expert in interculturality and inclusive education. **Andrés Escarbajal Frutos** is a University Professor at the University of Murcia. European Doctorate in Pedagogy, University Specialist in Mediation and advisor-consultant on educational practices and policies. He has published numerous scientific articles in national and international indexed journals, as well as books and book chapters in prestigious publishers. Evaluator at the State Research Agency (AEI) of the Ministry of Science and Innovation, he is currently Coordinator of University Extension Training.



**NEW**

## PROFESSIONAL TEACHING SKILLS

**The 9:20 Model**

**LAS COMPETENCIAS PROFESIONALES DOCENTES**

**El Modelo 9:20**

Javier M. Valle, Jesús Manso & Lucía Sánchez-Tarazaga

EE181 // 3092-2 // 2023 // 216 pp.

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The practice of the teaching profession is today overwhelmed by numerous demands that require new performances, some very demanding, in their daily work. The classroom context and traditional methodologies give way to teaching spaces and innovative formulas that include project work, competency areas, virtual teaching, digital materials...

To face these challenges, for decades, there has been a demand to design a profile of professional teaching competencies that helps centers and teachers to assess their performance and improve it in an integrated way. The authors provide this practical instrument, the 9:20 Model, precisely with that objective. It has been developed from the experience of more than 50 centers and a thousand teachers who have contributed their vision of what the teacher who prepares the citizens of the 22nd century should be today.

Based on 9 scenarios where today's complex teaching action takes place and the precise definition of 20 competencies necessary to perform adequately in them, the proposal has a practical projection of undeniable value. It allows you to reflect and make decisions about teaching action, both through the reflective self-assessment of each teacher and the collegiate analysis of a faculty, or the assessment by your own colleagues and even the judgment of the students themselves. These possibilities open the door to the design of concrete improvements and, above all, help directors and management teams of educational centers to design the path to address the necessary changes faced in the contemporary context of educational reform.

**Javier M. Valle** is a Full Professor at the UAM, specialist in educational policy of the European Union and in the implementation of its Key Competencies. Between other positions, he is an external advisor to EURYDICE, member of TEAM-EUROPE, director of the Journal of Supranational Policies of Education, member of the Council School of the Community of Madrid and member of the Spanish Society of Comparative Education. **Jesús Manso** is Dean of the Faculty of Training of Teaching and Education of the Autonomous University of Madrid. He is a member founder of the Research Group on Supranational Educational Policies of the UAM, member of the Advisory Council of Save the Children Spain on matters of Education, from the ProMaestro Foundation and Empieza por Educar. He has been a consultant of the OEI in the area of teacher training and the Evaluation Institute and Monitoring of Educational Goals 2021. **Lucía Sánchez-Tarazaga**, Doctor in Education, she is a Professor at the Universitat Jaume I of Castellón in the area of Research Methods and Diagnosis in Education. It is part of the Innovation, Development and Skills Assessment research groups in Education (IDOCE) and Supranational Educational Policies (GIPES). She is also member of the Association for Teacher Education in Europe (ATEE).



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**En casa, en la escuela, en el mundo**

**HABLEMOS DE TODO EN PAZ**

**Estrategias de comunicación interpersonal  
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## DEMOCRACY AND TRADITION IN EDUCATIONAL THEORY AND PRACTICE OF THE 21ST CENTURY

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**INNOVATIVE TEACHER TEAMS**  
 To train and to be trained collaboratively  
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**SCHOOL LIBRARIES FOR THE 21ST CENTURY**  
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**I HAVE A STUDENT WITH DOWN SYNDROME**  
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**SERVICE-LEARNING**  
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 Everything I would have wanted to know when I started teaching  
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**PROJECT-BASED LEARNING**  
 Key methodological framework for innovation  
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 Un marco metodológico clave para la innovación  
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**THE 'TEACHING MATTER' SUBMITTED FOR DEBATE**  
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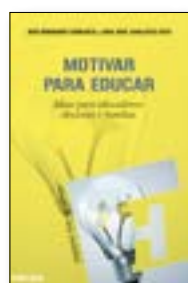
**SCHOOL COUNSELLOR'S AGENDA**  
**In Pre-school and Primary school**  
**AGENDA DE TRABAJO DEL ORIENTADOR**  
**En centros educativos de educación infantil y primaria**  
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**EL ABC Y D DE LA FORMACIÓN DOCENTE**  
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**Collaborative work for an inclusive society**  
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**Un trabajo colaborativo para una sociedad inclusiva**  
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**CURRICULUM THEORY**  
**LA TEORÍA DEL CURRÍCULO**  
 William F. Pinar. Estudio introductorio de José Mª García Garduño  
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**Evidences and implications of learning by teaching**  
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 Mercedes Blanchard  
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**EDUCATIONAL INCLUSION AND INCLUSIVE TEACHERS**  
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**Aprender juntos para aprender a vivir juntos**  
 A. Escribano & A. Martínez  
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**IDENTITY IN EDUCATIONAL PSYCHOLOGY**  
**Need, usefulness, and limits**  
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**Necesidad, utilidad y límites**  
 C. Monereo & J. I. Pozo  
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**GRAPHOLOGY FOR PEDAGOGY**  
**GRAFOLOGÍA PEDAGÓGICA**  
**Aplicada a la Orientación Vocacional**  
 Sandra María Cerro  
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**EDUCATION, RESEARCH, AND SOCIAL DEVELOPMENT**  
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**TEACHING PROFESSIONAL DEVELOPMENT**  
**How do we learn to teach?**  
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**FAMILY AND FAMILY EDUCATION**  
**Key concepts, current situation and values**  
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**Conceptos clave, situación actual y valores**  
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**CREATIVITY AND LEARNING**  
**Game as a pedagogical resource**  
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**BASIC COMPETENCES**  
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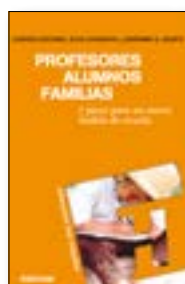
**INCLUSIVE MATHEMATICS**  
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**Seven steps for a new school model**  
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**Siete pasos para un nuevo modelo de escuela**  
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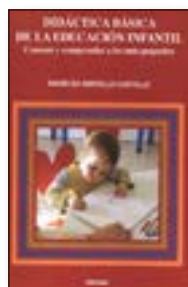
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**COUNSELLING AT SCHOOL**  
**A whole school approach to counselling**  
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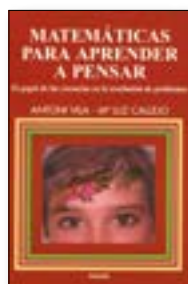
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Get to know and understand  
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**EDUCATION FOR INCLUSION OR EDUCATION**  
**WITH NO EXCLUSIONS**  
**EDUCACIÓN PARA LA INCLUSIÓN**  
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**MATHEMATICS TO LEARN TO THINK**  
**MATEMÁTICAS PARA APRENDER A PENSAR**  
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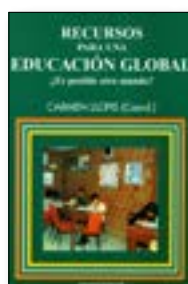
**LEARNING DIARIES**  
A research and profesional development  
instrument  
**DIARIOS DE CLASE**  
Un instrumento de investigación y desarrollo  
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M. A. Zabalza  
EE99 // 1469-4 // 4ª ed. 2018 // 168 pp.

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**SOCIAL PEDAGOGY, SOCIAL EDUCATION**  
**PEDAGOGÍA SOCIAL EDUCACIÓN SOCIAL**  
Construcción científica e intervención práctica  
Gloria Pérez Serrano  
EE95 // 1440-3 // 4ª ed. 2010 // 312 pp.

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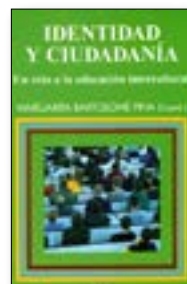
**RESOURCES FOR A COMPREHENSIVE**  
**EDUCATION**  
Is another world possible?  
**RECURSOS PARA UNA EDUCACIÓN GLOBAL**  
¿Es posible otro mundo?  
Carmen Llopis (Coord.)  
EE94 // 1412-0 // 2003 // 208 pp.

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**FAMILY EDUCATION**  
New human and humanizing relationships  
**EDUCACIÓN FAMILIAR**  
Nuevas relaciones humanas y humanizadoras  
Enrique Gervilla (Coord.)  
EE93 // 1411-3 // 2003 // 168 pp.

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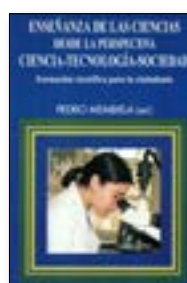
**IDENTITY AND CITIZENSHIP**  
A challenge for intercultural education  
**IDENTIDAD Y CIUDADANÍA**  
Un reto a la educación intercultural  
M. Bartolomé (Coord.)  
EE92 // 1388-8 // 2ª ed. 2008 // 200 pp.

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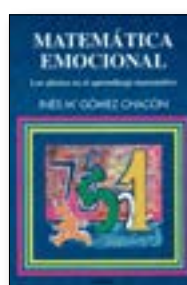
**PSYCHIATRY FOR PARENTS**  
**AND EDUCATORS**  
**PSIQUIATRÍA PARA PADRES Y EDUCADORES**  
Ciencia y arte  
Mª Jesús Mardomingo  
EE91 // 1375-8 // 3ª ed. 2008 // 304 pp.

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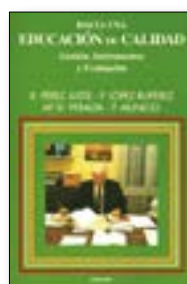
**SCIENCE TEACHING FROM**  
**SCIENCE-TECHNOLOGY-SOCIETY APPROACH**  
Scientific training for citizenship  
**ENSEÑANZA DE LAS CIENCIAS**  
**DESDE LA PERSPECTIVA**  
**CIENCIA-TECNOLOGÍA-SOCIEDAD**  
Formación científica para la ciudadanía  
Pedro Membriela (Edit.)  
EE89 // 1390-1 // 2002 // 240 pp.

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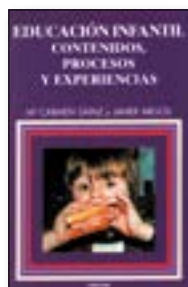
**EMOTIONAL MATHEMATICS**  
Feelings in mathematical learning  
**MATEMÁTICA EMOCIONAL**  
Los afectos en el aprendizaje matemático  
Inés Mª Gómez Chacón  
EE83 // 1336-9 // 3ª ed. 2011 // 280 pp.

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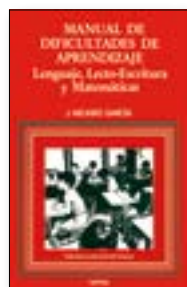
**TOWARDS QUALITY EDUCATION**  
Managements, resources, and assessment  
**HACIA UNA EDUCACIÓN DE CALIDAD**  
Gestión, Instrumentos y Evaluación  
R. Pérez Juste *et al.*  
EE81 // 1300-0 // 5ª ed. 2014 // 160 pp.

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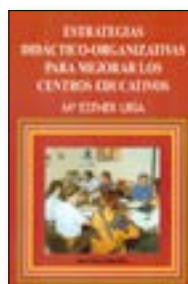
**PRE-SCHOOL EDUCATION**  
Contents, processes, and experiences  
**EDUCACIÓN INFANTIL**  
Contenidos, procesos y experiencias  
M. C. Sáinz & J. Argos  
EE77 // 1241-6 // 3ª ed. 2015 // 320 pp.

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**SPECIAL EDUCATION NEEDS GUIDE**  
Language. Reading and writing. Mathematics  
**MANUAL DE DIFICULTADES**  
**DE APRENDIZAJE**  
Lenguaje. Lecto-escritura. Matemáticas  
J. N. García Sánchez  
EE66 // 1133-4 // 3ª ed. reimp. 2010 // 288 pp.

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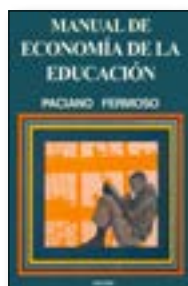
**DIDACTIC-ORGANIZATIONAL STRATEGIES**  
**FOR IMPROVING SCHOOLS**  
**ESTRATEGIAS DIDÁCTICO-ORGANIZATIVAS**  
**PARA MEJORAR LOS CENTROS EDUCATIVOS**  
M. E. Uria  
EE75 // 1231-7 // 2ª ed. 2001 // 228 pp.

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**AN INTERDISCIPLINAR APPROCH**  
**TO TEACHER TRAINING**  
**UN ENFOQUE INTERDISCIPLINAR**  
**EN LA FORMACIÓN DE LOS MAESTROS**  
Ana Rodríguez Marcos (Coord.)  
EE65 // 1096-2 // 1994 // 256 pp.

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**EDUCATIONAL ECONOMY GUIDE**  
**MANUAL DE ECONOMÍA DE LA EDUCACIÓN**  
P. Feroso  
EE74 // 1215-7 // 1997 // 200 pp.

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**COMPREHENSIVE PROGRAM**  
**OF SEX PEDAGOGY AT SCHOOL**  
**PROGRAMA INTEGRADO DE PEDAGOGÍA**  
**SEXUAL EN LA ESCUELA**  
C. Ariza, Mª D. Cesari, M. Gabriel & Galán  
EE58 // 0970-6 // 3ª ed. 1998 // 432 pp.

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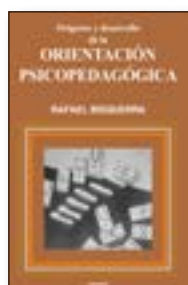
**QUALITY IN PRE-SCHOOL**  
**CALIDAD EN LA EDUCACIÓN INFANTIL**  
M. Á. Zabalza  
EE72 // 1182-2 // 2ª ed. reimp. 2009 // 298 pp.

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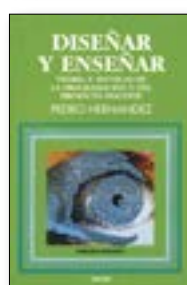
**ASSESSING MEANS REFLECTING**  
**ON TEACHING**  
**EVALUAR ES REFLEXIONAR**  
**SOBRE LA ENSEÑANZA**  
C. Rosales  
EE55 // 0891-4 // 3ª ed. reimp. 2014 // 256 pp.

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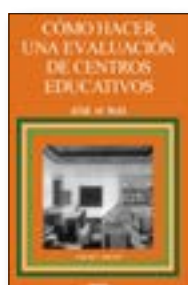
**ORIGINS AND DEVELOPMENT**  
**OF PSYCHOPEDAGOGICAL COUNSELLING**  
**ORÍGENES Y DESARROLLO**  
**DE LA ORIENTACIÓN PSICOPEDAGÓGICA**  
R. Bisquerra  
EE71 // 1152-5 // 2010 reimp. // 184 pp.

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**PLANNING AND TEACHING**  
**DISEÑAR Y ENSEÑAR**  
Teoría y técnicas de la programación  
y del Proyecto Docente  
Pedro Hernández "Guanir"  
EE53 // 0869-3 // 3ª ed. reimp. 2007 // 352 pp.

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**HOW TO ASSESS SCHOOLS**  
**CÓMO HACER UNA EVALUACIÓN DE CENTROS**  
**EDUCATIVOS**  
José Mª Ruiz  
EE70 // 1153-2 // 4ª ed. 2008 // 352 pp.

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**IMAGE SEMIOTICS AND PEDAGOGY**  
**SEMIOLÓGIA DE LA IMAGEN Y PEDAGOGÍA**  
M. Martín  
EE46 // 0759-7 // 1987 // 208 pp.  
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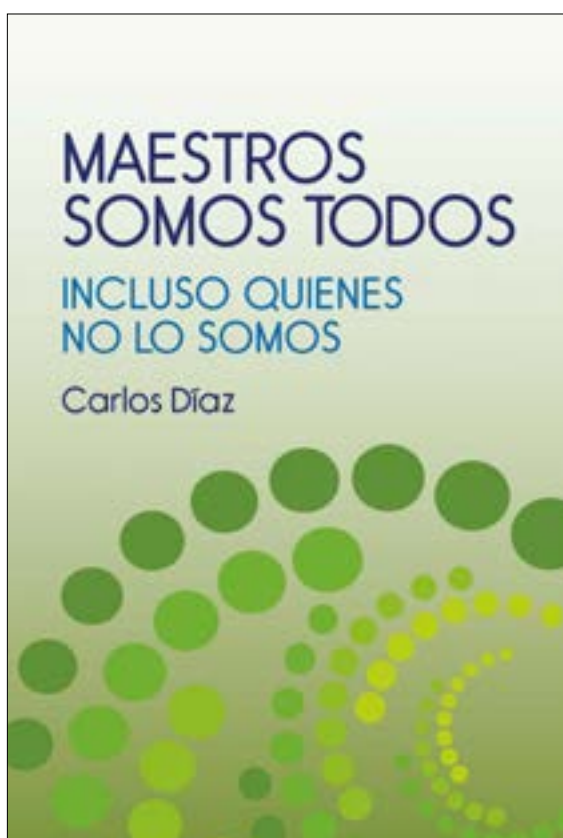
**CURRICULAR PLANNING AND DEVELOPMENT**  
**DISEÑO Y DESARROLLO CURRICULAR**  
Miguel Ángel Zabalza  
EE45 // 1225-6 // 13ª ed. 2016 // 312 pp.  
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# We are all teachers

## Even those of us who are not

**Carlos Díaz**



ED25 // 2919-3 // 2022 // 188 pp.

Book  
Preview



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**T**his book has been written by a son of teachers and a teacher himself, and wants to be a strong plea in favor of the person as a being capable of learning and teaching. These activities require the scientific and moral figure of the teacher, his adherence to a scale of values and his existential commitment to humanity.

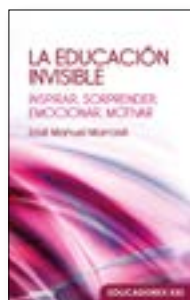
In the author's words: "Since my first day as a teacher, I always wanted everyone who came across me to grow in humanity. I only try to teach the universal that can spring from the secondary; ideas and social life happen at the same time, that's why whoever teaches for the common truth that exists in every human being, founds community. That is why I write, I travel, looking for humanity"

The school is made by the teacher. Fortunately, teachers make their students be more than they would have been without them. The school for the community, as a school for life, will only be possible if its foundations have real solidity, if they go beyond pragmatic immanence and break down the walls of the classroom.

When a classroom with a good teacher is opened, the whole creation beats again.

**Carlos Díaz** has a PhD in Philosophy, Law and Psychology. He is a university professor and author of more than three hundred books. He is a renowned figure in Spain and Latin America. His books have been translated into nine languages.

# Educadores XXI



**THE INVISIBLE EDUCATION**  
Inspiring, surprising, stimulating, motivating  
**LA EDUCACIÓN INVISIBLE**  
Inspirar • sorprender • emocionar • motivar  
José Manuel Marrasé  
ED24 // 2617-8 // 2019 // 176 pp.

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**AIMS IN EDUCATION**  
About the need to revise the teleology debate  
**LOS FINES EN EDUCACIÓN**  
Sobre la necesidad de recuperar y revisar  
el debate teleológico  
Héctor Monarca  
ED8 // 1651-3 // 2009 // 96 pp.

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**STRENGTHENING TEACHING PROFESSION**  
A crucial challenge  
**FORTALECER LA PROFESIÓN DOCENTE**  
Un desafío crucial  
Francisco López Rupérez  
ED15 // 2052-7 // 2014 // 160 pp.

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**YOU ARE A GIFT**  
Educating ourselves to educate others  
**EL REGALO DE SÍ MISMO**  
Educarnos para educar  
José Ramón Urbieto  
ED3 // 1503-5 // 3ª ed. 2011 // 168 pp.

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**TEACHERS AND TEACHING PROFESSION**  
**PROFESORES Y PROFESIÓN DOCENTE**  
Entre el "ser" y el "estar"  
M. A. Zabalza & Mª A. Zabalza  
ED11 // 1809-8 // 2011 // 168 pp.

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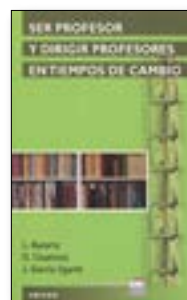
**EDUCATING TO MAKE MORE HUMAN**  
**EDUCAR PARA HUMANIZAR**  
Antonio Pérez Esclarín  
ED2 // 1479-3 // 2ª ed. 2007 // 168 pp.

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**COMPETENT TEACHERS**  
For quality in education  
**DOCENTES COMPETENTES**  
Por una educación de calidad  
J. M. Mañú e I. Goyarrola  
ED10 // 1739-8 // 2011 // 160 pp.

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**TO BE A TEACHER AND LEAD TEACHERS**  
**IN CHANGING TIMES**  
**SER PROFESOR Y DIRIGIR PROFESORES**  
**EN TIEMPOS DE CAMBIO**  
L. Bazarra, O. Casanova & J. García Ugarte  
ED1 // 1476-2 // 5ª ed. 2018 // 184 pp.

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# From initial to primary

## Guide for parents and families on how to support the transition

**Emelinda Padilla Faneytt**



EH237 // 3004-5 // 2023 // 102 pp.

**T**he book addresses the process of transition from Early Childhood Education to Primary Education, a period considered critical in the educational process of children. It seeks to answer, in a simple way, many of the essential questions that parents who have children at these educational levels ask daily. How to make this experience, which can be stressful or positive, become a happy and stimulating experience during the process?

The text offers clear explanations that help families join the children's educational process, at school and at home, and proposes simple activities so that parents and their children can live this transition as a pleasant experience of learning, of personal development, of growth and academic, social and emotional independence.

This Guide, based on scientific evidence, uses direct, fresh and simple language; It does not prescribe rigid instructions to address this stage; Nor does it provide magic solutions to the problems that children and their families may face in this transition. On the contrary, the book is designed and organized so that family members analyze and reflect on this process of change from their own experience, to identify good practices that can be applied and eliminate those that may hinder it.

**Emelinda Padilla Faneytt** has a Master's and Doctorate in Education and a Postgraduate Degree in Early Childhood Education. She is a researcher, lecturer, trainer, consultant and educational advisor. Participates in advocacy programs and projects and educational policies, and collaborates in national and international organizations (UNICEF, OEI, among others). She is Founder and Director of the educational services company Red-Explora.

Book  
Preview



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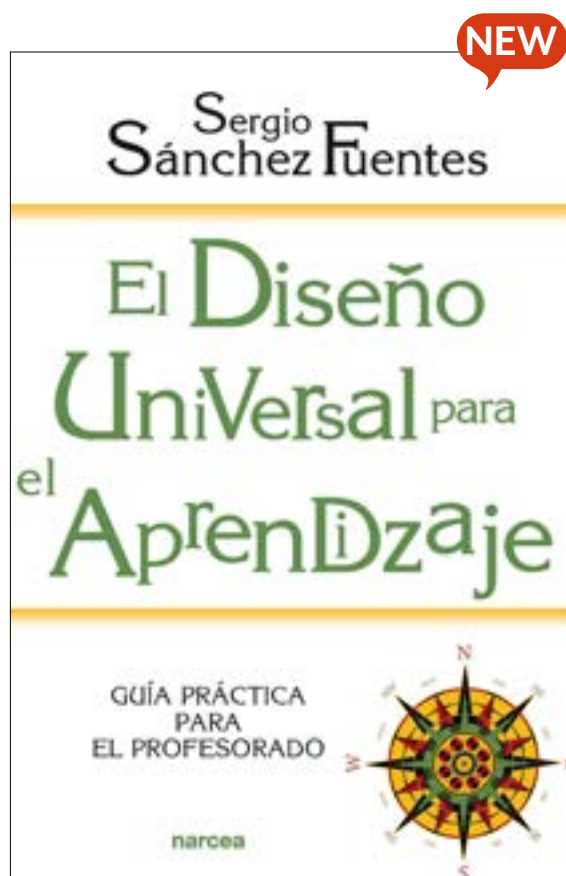




# The universal design for learning

## Practical guide for teachers

**Sergio Sánchez Fuentes**



EH236 // 2992-6 // 2023 // 128 pp.

Book  
Preview



Weblink



**T**his book is a text that serves as a guide for teachers on the application of the Universal Design for Learning (UDL) paradigm in teaching programming. It consists of various parts where aspects of how to serve all students under the premise of inclusive education are explained. The book begins with an important prologue by Gerardo Echeita, a leading author on inclusion issues, who places and emphasizes the importance of this text in the present times.

The book, with clear and simple language, presents the DUA model based on a fundamental component, contextualization. Next, it describes the principles of UDL from the teaching reality that each educator experiences in their classrooms. Subsequently, it offers a wide and detailed series of guidelines and examples of how to apply UDL in daily educational work; and it does so based on research evidence and with the commitment to present models that can be adapted to the reality of each school, each teacher and each context. In this way, the aim is to provide the necessary tools to apply UDL in the classroom, at different educational levels, with an extremely easy-to-use format. To conclude, the author presents his reflection on the relationship and the importance of attending to the diversity of students from the DUA model.

**Sergio Sánchez Fuentes** has a PhD from the University of Salamanca and the Institute for Community Integration (INICO). He is a Graduate in Psychopedagogy from the same university and has a diploma in Teaching from the Pontifical University of Salamanca. He is currently a professor at the Autonomous University of Madrid (UAM). He has participated in various research and transfer projects, with special emphasis on the implementation of the UDL paradigm in European, Asian and American environments. Its main publications focus on the dissemination and analysis of the application of UDL at all educational levels. He participates as a guest professor in postgraduate courses in various Latin American countries and focuses his research on the development of studies on UDL with schools and universities in Ireland, the USA, Greece and Belgium, among others. He is co-founder and member of the on-Inclusion research group at the UAM.

# Pedagogical support

## Guide for teachers and trainers

Joselin Taveras-Sánchez



EH235 // 2980-3 // 2022 // 112 pp.

Book  
Preview



Weblink



**P**edagogical accompaniment involves emotions and feelings, which are expressed in the way we interact with others to achieve meaningful experiences. Accompaniment must become a way of school life that mobilizes all pedagogical action towards a quality school, prioritizing the well-being of all actors and their learning, as well as making the reflective attitude germinate as a natural habit of the pedagogical process. Distributed leadership to conceive and implement suitable processes, inventiveness and innovations, which are evidenced in the professional development of teachers and the learning results of students.

This Guide arises from the author's consolidated experience in continuous teacher training and research. It constitutes a contribution that guides the implementation of pedagogical support in a constructivist perspective that can influence changes for school improvement in the teaching-learning processes of students.

Each chapter includes a description and guidelines to define the different processes involved in pedagogical support, as well as a recommended bibliography.

**Joselin Taveras-Sánchez**, has a Doctorate in Education from the University of Seville, a Master's Degree in Education and is a specialist in the teaching of Language and Mathematics at the Initial Level and First cycle of the Primary Level, at the Technological Institute of Santo Domingo (INTEC). She has held positions in public and private institutions coordinating and implementing continuous training and pedagogical support programs for teachers and technical teams, as well as programs in international organizations (among them, OEI, USAID). She is a researcher and professor and, currently, National Coordinator of Teaching Practice at the Salomé Ureña Higher Teacher Training Institute (ISFODOSU), the Pedagogical University of the Dominican Republic.

# From violence to solidarity

## Keys to improving school coexistence

**Berenice Pacheco-Salazar**



EH232 // 2959-9 // 2022 // 152 pp.

Book  
Preview



Weblink



**S**chool coexistence is a fundamental factor to ensure student learning, improve educational quality and guarantee the well-being of the entire school community. Therefore, the prevention of school violence and the active promotion of positive coexistence is one of the main challenges of current educational systems.

How does violence manifest itself in an educational center? What are the pillars to build a positive school coexistence and prevent violence? The book answers these and other questions and, above all, offers practical strategies for teachers at all school levels to proactively work on coexistence in teaching practice.

The first chapter focuses on school violence: its characteristics, its manifestations and its consequences. The following chapters are dedicated to four keys to building positive coexistence in educational centers: student participation, attention to diversity, promotion of cooperative play and education for equality.

The book, written with clear, simple and direct language, provides tools for reflection and action to prevent violence and build a positive coexistence.

**Berenice Pacheco-Salazar** has a PhD in Education from the University of Seville, and is a psychologist with a master's degree in development cooperation from the Technological Institute of Santo Domingo (INTEC).

She coordinates the Science, Innovation and Human Rights Area of the Organization of Ibero-American States (OEI) in the Dominican Republic. She is a university professor at INTEC, trainer of trainers and director of the academic magazine "Science and Education". She is a researcher, lecturer and author of numerous publications on school violence, school coexistence, training in values, education for human rights, innovation and active learning methodologies, among others.





**NEGOTIATION,  
Keystone of assessments and investigations**  
**LA NEGOCIACIÓN, PIEDRA ANGULAR**  
**De las evaluaciones y las investigaciones**  
Miguel Ángel Santos Guerra  
EH213 // 2940-7 // 2022 // 160 pp.

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This book sprouted from reading, reflection and debate with colleagues, and also from the experience of different investigations and assessments carried out over almost half a century of work. It comes from practice and leads to practice. The idea that there is a negotiation in research and evaluation is proposed, because not all research is an evaluation, although all evaluation is research. Both modalities have their particularities and requirements. But the author considers that it is necessary that there be a negotiation in both.

This manual explains what negotiation is, why it is necessary and important, what are its phases (initial, process, reporting), its principles, its myths and its errors. It is a book to gain knowledge, but also to help us know how to do.

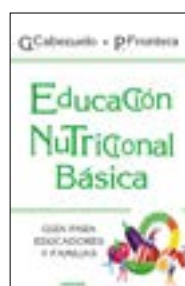
Special mention deserves the chapter entitled "The Ethical Arrow", where the democratic values of evaluation/research are defended against the manipulations of power. Two examples are provided (one in Bolivia, the other in Spain), as well as, briefly, cases in which negotiation has been applied. The last chapter includes twelve exercises as an aid for training in the assessment processes.

**Miguel Ángel Santos Guerra** is professor emeritus at the University of Malaga. He has a PhD in Pedagogy from the Complutense University, a Diploma in Psychology from the University of Boston, and a Diploma in Cinematography from the University of Valladolid. He has been a teacher at different levels of education and also director of several institutions. This is his 81st book as sole author or editor. He has been writing every Saturday for almost 20 years in the newspaper La Opinión, in Malaga. All his articles have been published at his blog <https://mas.laopiniondemalaga.es/blog/eladarve/>



**ONE CLASSROOM, ONE PROJECT**  
**Project-based Learning**  
**and the new education from 2020**  
**UN AULA, UN PROYECTO**  
**El ABP y la nueva educación a partir de 2020**  
Juan José Vergara  
EH228 // 2829-5 // 2021 // 168 pp.

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**BASIC NUTRITIONAL EDUCATION**  
**Guidebook for educators and families**  
**EDUCACIÓN NUTRICIONAL BÁSICA**  
**Guía para educadores y familias**  
Gloria Cabezuelo & Pedro Frontera  
EH227 // 2811-0 // 2021 // 126 pp.

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**MULTIDISCIPLINARY**  
**EDUCATIONAL RESOURCES**  
**Emotions • Values • Coeducation • Team work**  
**Prevention • Sustainability • Mindfulness**  
**RECURSOS EDUCATIVOS MULTIDISCIPLINARES**  
**Emociones • Valores • Coeducación • Trabajo en**  
**equipo • Prevención • Sostenibilidad • Mindfulness**  
María Pons Corberá  
EH226 // 2770-0 // 2020 // 208 pp.

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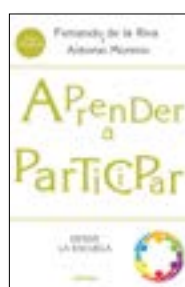
**HANDBOOK OF EDUCATIONAL RESEARCH**  
**Guide for research counselors and educators**  
**MANUAL PARA INVESTIGAR EN EDUCACIÓN**  
**Guía para orientadores y docentes indagadores**  
Mª Isabel Gómez-Núñez, Mª Ángeles Cano-Muñoz  
& Mª Soledad Torregrosa  
EH225 // 2738-0 // 2020 // 176 pp.

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**PLAN FOR COEXISTENCE AT EDUCATIONAL**  
**CENTRES**  
**Formulation guidelines**  
**EL PLAN DE CONVIVENCIA DEL CENTRO**  
**EDUCATIVO**  
**Pautas para su elaboración**  
Pedro Mª Uruñuela Nájera  
EH223 // 2711-3 // 2020 // 240 pp.

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**LEARNING TO PARTICIPATE FROM SCHOOL**  
**APRENDER A PARTICIPAR**  
**DESDE LA ESCUELA**  
Fernando de la Riva & Antonio Moreno  
EH221 // 2673-4 // 2019 // 128 pp.

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**Book  
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**COEXISTING WITHOUT BULLYING**  
**Sharing respect**  
**CONVIVIR SIN BULLYING**  
**Compartiendo relaciones de respeto**  
 José María Avilés Martínez  
 EH218 // 2588-1 // 2019 // 120 pp.

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**THE MEDIATION GOES TO SCHOOL**  
**Towards a good plan for coexistence**  
**at the education centre**  
**LA MEDIACIÓN VA A LA ESCUELA**  
**Hacia un buen plan de convivencia en el centro**  
 María Carme Boqué Torremorell  
 EH216 // 2493-8 // 2018 // 160 pp.

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**SERVICE-LEARNING**  
**Learning by improving the world**  
**LA METODOLOGÍA DEL**  
**APRENDIZAJE-SERVICIO**  
**Aprender mejorando el mundo**  
 Pedro Mª Uruñuela Nájera  
 EH215 // 2466-2 // 2018 // 112 pp.

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**THE ATTACHMENT THEORY AND ITS**  
**EDUCATIONAL POSSIBILITIES**  
**LA RELACIÓN DE APEGO**  
**Posibilidades educativas**  
 Carmen Ávila de Encío  
 EH213 // 2435-8 // 2018 // 160 pp.

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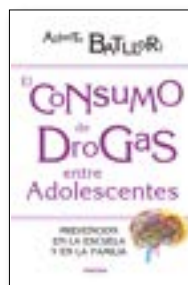
**CREATIVE HOLIDAYS**  
**Practical guide**  
**VACACIONES CREATIVAS**  
**Guía práctica**  
 Isabel Agüera  
 EH211 // 2399-3 // 2017 // 128 pp.

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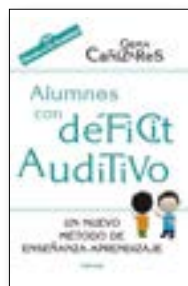
**TWINS. COUNSELLING ABOUT THEIR**  
**UPBRINGING AND PSYCHOLOGICAL**  
**DEVELOPMENT**  
**GEMELOS. ORIENTACIONES SOBRE SU**  
**CRIANZA Y DESARROLLO PSICOLÓGICO**  
**En la familia y en la escuela**  
 Elena Franklin  
 EH208 // 2148-7 // 2016 // 152 pp.

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**DRUG USE AMONG ADOLESCENTS**  
**Prevention at the school and in the family**  
**EL CONSUMO DE DROGAS**  
**ENTRE ADOLESCENTES**  
**Prevención en la escuela y en la familia**  
 Alberto Batllori  
 EH207 // 2150-0 // 2016 // 208 pp.

**RIGHTS: AVAILABLE**



**HEARING IMPAIRED STUDENTS**  
**A new teaching-learning methodology**  
**ALUMNOS CON DÉFICIT AUDITIVO**  
**Un nuevo método de enseñanza-aprendizaje**  
 Gema Cañizares  
 EH204 // 2104-3 // 2015 // 144 pp.

**RIGHTS: AVAILABLE**



**SCHOOL COUNSELLING AND TUTORING**  
**LA FUNCIÓN DE TUTORÍA**  
**Carta de navegación para tutores**  
 Antonio González Pérez & José María Solano Chía  
 EH202 // 2093-0 // 2015 // 184 pp.

**RIGHTS: AVAILABLE**



**EVALUATION AS LEARNING**  
**When the arrow hits the target**  
**LA EVALUACIÓN COMO APRENDIZAJE**  
**Cuando la flecha impacta en la diana**  
 Miguel Ángel Santos Guerra  
 EH200 // 2073-2 // 3ª ed. revisada 2018 // 176 pp.

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**SCHOOL CULTURE**  
**LAS INSTITUCIONES EDUCATIVAS**  
**Y SU CULTURA**  
**Prácticas y creencias construidas**  
**a través del tiempo**  
 Ignacio Escalera  
 EH199 // 2042-8 // 2014 // 128 pp.

**RIGHTS: AVAILABLE**



**IMPROVING SCHOOL COEXISTENCE**  
**THROUGH PEER HELP**  
**Training guide for students-helpers**  
**LA AYUDA ENTRE IGUALES**  
**PARA MEJORAR LA CONVIVENCIA ESCOLAR**  
**Manual para la formación**  
**de alumnos ayudantes**  
 Juan Carlos Torrego (Coord.)  
 EH194 // 1827-2 // 2ª ed. 2018 // 144 pp.

**RIGHTS: AVAILABLE**



**GAMES THAT SHARPEN YOUR WITS**  
111 surprising and very enjoyable riddles  
**JUEGOS QUE AGUDIZAN EL INGENIO**  
111 enigmas sorprendentes y muy divertidos  
Jorge Batllori  
EH193 // 1816-6 // 2012 // 176 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL, FRANCE & PORTUGAL**



**PEDAGOGY OF THE INNER BEING**  
Learning to "be" from oneself  
**PEDAGOGÍA DE LA INTERIORIDAD**  
Aprender a "ser" desde uno mismo  
Ana Alonso Sánchez  
EH191 // 1799-2 // 2ª ed. 2014 // 160 pp.

**RIGHTS: AVAILABLE**



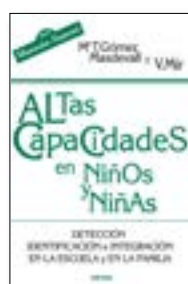
**THE COEXISTENCE CLASSROOM**  
Successfully developing social competence  
**EL AULA DE CONVIVENCIA**  
Materiales educativos para su buen funcionamiento  
Manuel Segura, Mª del Mar Gil & Ángela Muñoz  
EH190 // 1804-3 // 2ª ed. 2012 // 112 pp.

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**LEARNING TO COEXIST**  
The conflict as a chance for growth and improvement  
**APRENDER A CONVIVIR**  
El conflicto como oportunidad de crecimiento  
Gloria Pérez Serrano y Mª Victoria Pérez de Guzmán  
EH189 // 1732-9 // 2011 // 128 pp.

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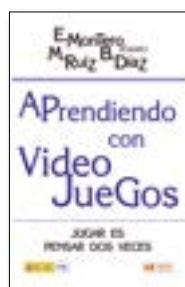
**GIFTED CHILDREN**  
How to identify them and integrate them at the school and in the family  
**ALTAS CAPACIDADES EN NIÑOS Y NIÑAS**  
Detección, identificación e integración en la escuela y en la familia  
Mª T. Gómez Masdeval & Victoria Mir  
EH188 // 1727-5 // 2ª ed. 2011 // 152 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**



**PSYCHOMOTOR DEVELOPMENT**  
From the childhood to the adolescence  
**EL DESARROLLO PSICOMOTOR**  
Desde la infancia hasta la adolescencia  
G. Cabezuelo & P. Frontera  
EH187 // 1724-4 // 2010 // 192 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**



**LEARNING WITH VIDEOGAMES**  
Playing is thinking twice  
**APRENDIENDO CON VIDEOJUEGOS**  
Jugar es pensar dos veces  
E. Montero (Coord.), M. Ruiz & B. Díaz  
EH186 // 1688-9 // 2010 // 168 pp.

**RIGHTS: AVAILABLE**



**SCHOOL LEADERSHIP: BASIC GUIDE**  
**MANUAL BÁSICO DE DIRECCIÓN ESCOLAR**  
Dirigir es un arte y una ciencia  
José Manuel Mañú  
EH185 // 1642-1 // 2009 // 96 pp.

**RIGHTS: AVAILABLE**



**EARLY INTERVENTION WITH FAMILIES**  
How to intervene building competent environments  
**ATENCIÓN TEMPRANA Y FAMILIA**  
Cómo intervenir creando entornos competentes  
Sonsoles Perpiñán  
EH184 // 1639-1 // 3ª ed. 2018 // 256 pp.

**RIGHTS: AVAILABLE**



**STUDENT-CENTRED LEARNING**  
**APRENDIZAJE CENTRADO EN EL ALUMNO**  
Metodología para una escuela abierta  
Antonio Ontoria *et al.*  
EH176 // 1535-6 // 3ª ed. 2014 // 184 pp.

**RIGHTS: AVAILABLE**



**TEACHING PROPOSALS FOR REFLECTIVE TEACHERS**  
How to deal with diversity in the classroom  
**PROPUESTAS METODOLÓGICAS PARA PROFESORES REFLEXIVOS**  
Cómo trabajar con la diversidad en el aula  
Mercedes Blanchard & Mª Dolores Muzás  
EH175 // 1496-0 // 3ª ed. 2015 // 200 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**



**CHOOSING EXCELLENCE FOR SCHOOL MANAGEMENT**  
**ELEGIR LA EXCELENCIA**  
EN LA GESTIÓN DE UN CENTRO EDUCATIVO  
Sebastián Cerro  
EH174 // 1506-6 // 2005 // 132 pp.

**RIGHTS: AVAILABLE**



# Educación Hoy



**THE CINEMA: AN EDUCATIONAL RESOURCE**  
**EL CINE, UN ENTORNO EDUCATIVO**  
 Diez años de experiencias a través del cine  
 S. de la Torre *et al.* (Coords.)  
 EH173 // 1513-4 // 2005 // 216 pp.

**RIGHTS: AVAILABLE**



**"DIFFERENT" CHILDREN GROW UP**  
**When people with special education needs get older**  
**LOS HIJOS "DIFERENTES" CRECEN**  
 Cuando las personas deficientes se hacen mayores  
 Anna Vila  
 EH172 // 1493-9 // 2005 // 160 pp.

**RIGHTS: AVAILABLE**



**CREATIVITY IN THE CLASSROOM**  
**For a humanizing, playful, and joyful school**  
**PEDAGOGÍA HOMEOPÁTICA Y CREATIVA**  
 Para una escuela humanizadora, lúdica, alegre...  
 Isabel Agüera  
 EH169 // 1445-8 // 2004 // 136 pp.

**RIGHTS: AVAILABLE**



**EDUCATING EMOTIONS AND FEELINGS**  
**Practical introduction to the complex world of feelings**  
**EDUCAR LAS EMOCIONES Y LOS SENTIMIENTOS**  
 Introducción práctica al complejo mundo de los sentimientos  
 M. Segura & M. Arcas  
 EH165 // 1417-5 // 4ª ed. 2010 // 104 pp.

**RIGHTS: AVAILABLE**



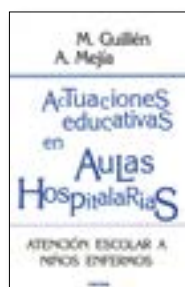
**LEARN WITH MIND MAPS**  
**A strategy for thinking and studying**  
**APRENDER CON MAPAS MENTALES**  
 Una estrategia para pensar y estudiar  
 A. Ontoria *et al.*  
 EH164 // 1409-0 // 5ª ed. 2008 // 152 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL & PORTUGAL**



**REFLEXIONS FROM/FOR A HEAD TEACHER**  
**Everyday life when leading a school**  
**REFLEXIONES DE/PARA UN DIRECTOR**  
 Lo cotidiano en la dirección de un centro educativo  
 Miquel Navarro  
 EH163 // 1408-3 // 2002 // 120 pp.

**RIGHTS: AVAILABLE**



**HOSPITAL SCHOOLS**  
**ACTUACIONES EDUCATIVAS EN AULAS HOSPITALARIAS**  
**Atención escolar a niños enfermos**  
 M. Guillén & A. Mejía  
 EH162 // 1395-6 // reimp. 2017 // 160 pp.

**RIGHTS: AVAILABLE**



**SCHOOL THEATRE**  
**Fun and values on the stage**  
**¡VIVA EL TEATRO!**  
 Diversión y valores en escena  
 Isabel Agüera  
 EH161 // 1379-6 // 2002 // 80 pp.

**RIGHTS AVAILABLE EXCEPT: PORTUGAL**



**CHILDHOOD STRESS**  
**Prevention and treatment**  
**ESTRÉS EN LA INFANCIA**  
 Su prevención y tratamiento  
 M. V. Trianes  
 EH160 // 1382-6 // 4ª ed. 2014 // 216 pp.

**RIGHTS AVAILABLE EXCEPT: PORTUGAL**



**GAMES FOR TRAINING THE BRAIN**  
**Development of social and cognitive skills**  
**JUEGOS PARA ENTRENAR EL CEREBRO**  
 Desarrollo de habilidades cognitivas y sociales  
 Jorge Batllori  
 EH155 // 1338-3 // 6ª ed. 2014 // 152 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL & ITALY**



**MEDIATION IN CONFLICTS AT SCHOOL**  
**Guide for mediators' trainers**  
**MEDIACIÓN DE CONFLICTOS EN INSTITUCIONES EDUCATIVAS**  
 Manual para la Formación de Mediadores  
 Juan Carlos Torrego (Coord.)  
 EH154 // 1307-9 // 8ª ed. 2017 // 144 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL, ITALY & PORTUGAL**



**SELF-ESTEEM TALES FOR PERSONAL DEVELOPMENT**  
**CUENTOS PARA "DELFINES"**  
 Autoestima y crecimiento personal.  
 La Didáctica del Ser  
 R. M. Badillo  
 EH153 // 1308-6 // 4ª ed. 2014 // 112 pp.

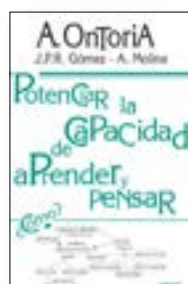
**RIGHTS AVAILABLE EXCEPT: PORTUGAL**

# Educación Hoy



**HOW TO LIVE WITH A HYPERACTIVE CHILD**  
Behaviours, diagnosis, treatment, family and school support  
**CÓMO VIVIR CON UN NIÑO/A HIPERACTIVO/A**  
Comportamiento, diagnóstico, tratamiento, ayuda familiar y escolar  
A. Polaino-Lorente & C. Ávila  
EH151 // 1295-9 // 6ª ed. actualizada 2008 // 136 pp.

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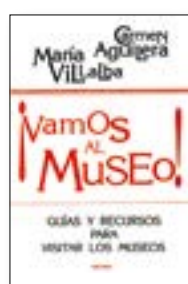
**ENHANCING THE ABILITY TO LEARN AND THINK**  
**POTENCIAR LA CAPACIDAD DE APRENDER Y PENSAR**  
Ontoria *et al.*  
EH149 // 1298-0 // 4ª ed. 2007 // 192 pp.

RIGHTS AVAILABLE EXCEPT: BRAZIL



**CHILDREN WITH CEREBRAL PALSY**  
Description, educational activity and social inclusion  
**NIÑOS Y NIÑAS CON PARÁLISIS CEREBRAL**  
Descripción, acción educativa e inserción social  
A. García Prieto (Coord.)  
EH146 // 1267-6 // 2009 reimp. // 168 pp.

RIGHTS: AVAILABLE



**LET'S GO TO THE MUSEUM!**  
Guide and resources to visit museums  
**¡VAMOS AL MUSEO!**  
Guías y recursos para visitar los museos  
Carmen Aguilera & María Villalba  
EH144 // 1227-0 // 1998 // 128 pp.

RIGHTS: AVAILABLE



**SHORT THEATRE PLAYS**  
For Christmas time  
**PEQUEÑAS OBRAS DE TEATRO**  
Para representar en Navidad  
Teresa Iturbe  
EH143 // 1296-6 // 5ª ed. 2014 // 96 pp.

RIGHTS AVAILABLE EXCEPT: BRAZIL



**VIOLENCE PREVENTION AND CONFLICT RESOLUTIONS**  
**PREVENCIÓN DE LA VIOLENCIA Y RESOLUCIÓN DE CONFLICTOS**  
El clima escolar como factor de calidad  
Isabel Fernández  
EH142 // 1256-0 // 8ª ed. 2014 // 232 pp.

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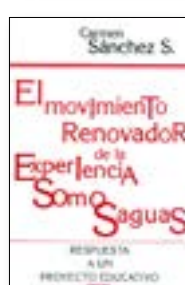
**SCHOOL LIBRARIES**  
Guide for Primary school teachers  
**BIBLIOTECAS ESCOLARES**  
Guía para el profesorado de Educación Primaria  
Rafael Rueda  
EH141 // 1248-5 // 2012 reimp. // 200 pp.

RIGHTS: AVAILABLE



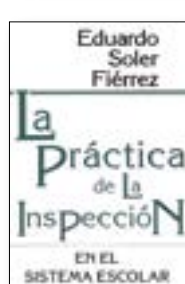
**PRACTICAL IDEAS FOR A CREATIVE CURRICULUM**  
Language, Mathematics, Natural Science, Arts...  
**IDEAS PRÁCTICAS PARA UN CURRÍCULO CREATIVO**  
Buenas ideas en Lengua, Matemáticas, Conocimiento del Medio, Plástica, Técnicas de Estudio...  
Isabel Agüera  
EH138 // 1191-4 // 5ª ed. 2016 // 256 pp.

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**SOMOSAGUAS' INNOVATING EXPERIENCE**  
**EL MOVIMIENTO RENOVADOR DE LA EXPERIENCIA SOMOSAGUAS**  
Respuesta a un proyecto educativo  
Carmen Sánchez Sierra  
EH136 // 1151-8 // 1996 // 200 pp.

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**EDUCATION INSPECTORS' PRACTICE**  
**LA PRÁCTICA DE LA INSPECCIÓN**  
En el sistema escolar  
Eduardo Soler Fierrez  
EH135 // 1136-5 // 1995 // 96 pp.

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**VALUE EDUCATION**  
Resources, texts, and techniques  
**CÓMO EDUCAR EN VALORES**  
Materiales, Textos, Recursos y Técnicas  
Ll. Carreras *et al.*  
EH131 // 1099-3 // 16ª ed. 2016 // 312 pp.

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**REINVENTING READING**  
Activities to lose fear to reading  
**RECREAR LA LECTURA**  
Actividades para perder el miedo a la lectura  
Rafael Rueda  
EH130 // 1090-0 // 3ª ed. reimp. 2010 // 200 pp.

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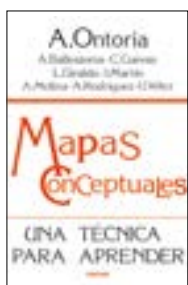
**PSYCHOPEDAGOGIC ASSESSMENT AND TREATMENT**  
**Counselling Departments at schools**  
**EVALUACIÓN Y TRATAMIENTO PSICOPEDAGÓGICOS**  
 El Departamento de Orientación en los Centros Escolares  
 Ana Salvador  
 EH128 // 1037-5 // 3ª ed. reimp. 2009 // 216 pp.

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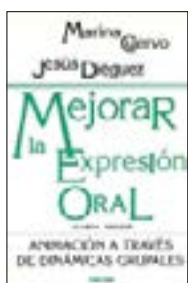
**STRATEGIES FOR A REFLECTIVE READING**  
**ESTRATEGIAS PARA UNA LECTURA REFLEXIVA**  
 Isabel Agüera  
 EH126 // 1001-6 // 3ª ed. 2002 // 120 pp.

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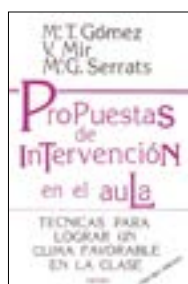
**MIND MAPS**  
**A technique for learning**  
**MAPAS CONCEPTUALES**  
 Una técnica para aprender  
 A. Ontoria *et al.*  
 EH125 // 0996-6 // 14ª ed. 2011 // 208 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL & PORTUGAL**



**IMPROVING ORAL EXPRESSION**  
**Through group experiences**  
**MEJORAR LA EXPRESIÓN ORAL**  
 Animación a través de dinámicas grupales  
 M. Cuervo & J. Diéguez  
 EH120 // 0926-3 // 4ª ed. reimp. 2016 // 256 pp.

**RIGHTS: AVAILABLE**



**IMPROVING SOCIAL ENVIRONMENT IN THE CLASSROOM**  
**PROPUESTAS DE INTERVENCIÓN EN EL AULA**  
 Técnicas para lograr un clima favorable en la clase  
 Mª T. Gómez y otras  
 EH119 // 0923-2 // 8ª ed. 2007 // 288 pp.

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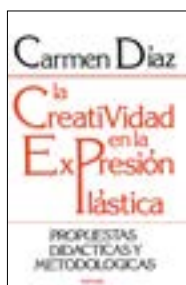
**CREATIVITY AND LANGUAGE**  
**CURSO DE CREATIVIDAD Y LENGUAJE**  
 Isabel Agüera  
 EH117 // 0903-4 // 4ª ed. 2010 reimp. // 256 pp.

**RIGHTS: AVAILABLE**



**VALUES AND HUMAN DEVELOPMENT**  
**Strategies for school**  
**CLARIFICACIÓN DE VALORES Y DESARROLLO HUMANO**  
 Estrategias para la escuela  
 Antonia V. Pascual  
 EH112 // 0823-5 // 3ª ed. reimp. 2010 // 208 pp.

**RIGHTS: AVAILABLE**



**CREATIVITY AND ARTS**  
**Didactic and methodological proposals**  
**LA CREATIVIDAD EN LA EXPRESIÓN PLÁSTICA**  
 Propuestas didácticas y metodológicas  
 Carmen Díaz  
 EH99 // 0714-6 // 4ª ed. reimp. 2016 // 144 pp.

**RIGHTS: AVAILABLE**



**SCHOOL COUNSELLING AND TUTORING**  
**ACCIÓN TUTORIAL Y ORIENTACIÓN EDUCATIVA**  
 Juan Antonio Mora  
 EH84 // 0624-8 // 5ª ed. reimp. 2009 // 176 pp.

**RIGHTS: AVAILABLE**



**STANDARDS FOR FORMATIVE ASSESSMENT**  
**Objectives, contents, teacher, learning, resources**  
**CRITERIOS PARA UNA EVALUACIÓN FORMATIVA**  
 Objetivos. Contenido. Profesor. Aprendizaje. Recursos  
 Carlos Rosales  
 EH56 // 0476-3 // 5ª ed. reimp. 2014 // 192 pp.

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**COUNSELLING DEPARTMENT AT SCHOOL**  
**EL DEPARTAMENTO DE ORIENTACIÓN EN UN CENTRO ESCOLAR**  
 T. Iturbe e I. del Carmen  
 EH10 // 0150-2 // 5ª ed. 1990 // 192 pp.

**RIGHTS: AVAILABLE**



# Edy, the fighter against injustice

## A story to work on values and human rights

**Ascensión Díaz Revilla**



HE43 // 3088-5 // 2023 // 152 pp.

Book  
Preview



Weblink



**E**dy, the fighter injustice is a book written, mainly, for enjoyable reading. Designed for all audiences, but especially for ages between 8 and 12 years.

The narrator of the book is Edy, an 11-year-old boy who tells us about his experiences. Although his life is not easy, he is a fighter who, together with his mother, faces any problem with optimism and strength. He is a brave, sensitive child with a lot of empathy. He suffers with injustices and tries to help people who have some problem. Edy is very clear that he wants to make a more just world through defence of human rights.

A very useful and attractive book to work on fundamental values and rights, and to raise awareness among children and young people of the need to end many injustices in our society. It uses simple, familiar, current language, appropriate to the age of the readers. The illustrations, very attractive, help to understand the contents and to empathize with the characters.

A book for educators and teachers, very useful in classrooms, in tutorials, in leisure and free time activities with groups of boys and girls, as a family, and in any other situation in which you want to give value to positive attitudes among pre-adolescents and young people.

**Ascensión Díaz Revilla** is a teacher, pedagogue and author of several educational books. She currently works with Primary students in a school in Madrid.

She has more than thirty years of experience working with pre-adolescents, so she knows very well their uncertainties, their demands and their needs.

She is interested in research in education and promotes innovation in the classroom with resources that promote learning in an attractive, creative and motivating way.

She is the author of several books, including In Primary we also fall in love, published in this same Collection.

# We also fall in love in Elementary School

A story to work on affective, emotional, social and sexual education

Ascensión Díaz Revilla



EH40 // 2857-8 // 2021 // 160 pp.

Book  
Preview



Webblink



**P**re-teens need to express their feelings, they need to know their body; they are going through changes, and they have many doubts. They want to know things about sexuality. They are no longer little children, but they are not adults either. Sometimes, no one listens to them or answers their questions; very few care to attend to their emotional needs. This book is an excellent resource to meet their demands.

The main character of the book is Amalia, who keeps a diary about her family and social life. In her diary she expresses her anger, her joys, her fears, her emotions... she is a pre-teen girl, her body begins to change and also her interests. Boys and girls of these ages will feel identified with the characters in this story and with their experiences. This will help them to identify their emotions, to express their feelings and to naturally understand the changes that she is experiencing in her body.

They will understand in an entertaining and fun way everything related to the function of reproduction: male and female reproductive system, menstruation, fertilization, pregnancy, childbirth. The purpose is to guide them towards a healthy, open, free and respectful sexual education.

It's a book recommended for children ages 8 to 12 and for educators who are interested in the affective-social and sexual education of their students. It is a very interesting resource that can be read and worked on in the classroom, and that facilitates autonomous learning. It is divided into short chapters and uses simple, understandable, contemporary language adapted to the ages of the readers. The witty and engaging illustrations help to understand the contents.

When a classroom with a good teacher is opened, the whole creation beats again.

**Ascensión Díaz Revilla** is a teacher, pedagogue and author of several educational books. She currently works with primary school students in a school in Madrid. She has more than twenty-five years of experience working with pre-teens, that's why she knows their demands, their needs and their interests so well. She is very interested in research in education and promotes innovation in the classroom with resources capable of promoting learning in an attractive, creative and motivating way. In the same style of this book, she has published: I learn Math with stories; Math with stories is cool; Learning to spell with Diego and Sofia's adventures; Among plants, communication is key, etc.

# Herramientas



**TEACHING AND LEARNING MATHEMATICS THROUGH TALES**  
**ENSEÑAR Y APRENDER MATEMÁTICAS CON CUENTOS**  
 Margarita Marín Rodríguez  
 HE37 // 2591-1 // 2019 // 192 pp.

**RIGHTS: AVAILABLE**



**GREEN TALES AND THEATRE PLAYS**  
 Environment, ecology and other values  
**CUENTOS Y TEATRILLOS "EN VERDE"**  
 Medioambiente, ecología y otros valores  
 Isabel Agüera  
 HE14 // 1598-1 // 2009 // 144 pp.

**RIGHTS: AVAILABLE**



**LOGICAL-MATHEMATICAL INTELLIGENCE**  
 Over 100 games to develop it  
**INTELIGENCIA LÓGICO-MATEMÁTICA**  
 Más de 100 juegos para su desarrollo  
 Jorge Batllori  
 HE33 // 2379-5 // 2017 // 176 pp.

**RIGHTS: AVAILABLE**



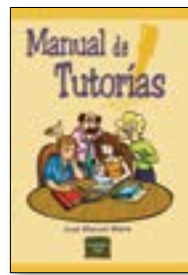
**GAMES FOR PHYSICAL EDUCATION**  
 Development of main skills  
**JUEGOS PARA EDUCACIÓN FÍSICA**  
 Desarrollo de destrezas básicas  
 Adela de Castro  
 HE11 // 1570-7 // 2014 reimp. // 144 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL & UNITED KINGDOM**



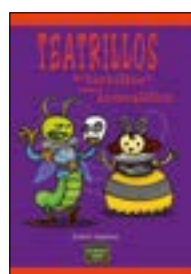
**ATHLETICS AT SCHOOL THROUGH PHYSICAL EDUCATION**  
 Basic ideas and 40 practical exercises  
**EL ATLETISMO EN LA ESCUELA A TRAVÉS DE LA EDUCACIÓN FÍSICA**  
 Nociones básicas y 40 ejercicios prácticos  
 Adela de Castro  
 HE27 // 2132-6 // 2016 // 144 pp.

**RIGHTS: AVAILABLE**



**TUTORIAL MANUAL**  
**MANUAL DE TUTORÍAS**  
 José Manuel Mañú  
 HE9 // 1529-5 // 2ª ed. reimp. 2015 // 112 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**



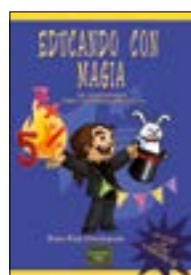
**ANIMALS ON THE STAGE**  
 Theatre plays for children  
**TEATRILLOS DE BICHILLOS Y OTROS ANIMALILLOS**  
 Isabel Agüera  
 HE24 // 2020-6 // 2014 // 96 pp.

**RIGHTS: AVAILABLE**



**THEATRE AT THE SCHOOL**  
**TEATRO PARA REPRESENTAR EN LA ESCUELA**  
 Teresa Iturbe  
 HE8 // 1429-8 // reimp. 2017 // 96 pp.

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**TEACHING WITH MAGIC**  
 Magic as an educational resource  
**EDUCANDO CON MAGIA**  
 El ilusionismo como recurso didáctico  
 Xuxo Ruiz Domínguez  
 HE22 // 1905-7 // 4ª ed. 2017 // 192 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL & UNITED KINGDOM**



**DEVELOPMENT OF MATHEMATICAL COMPETENCES THROUGH PLAYFUL-MANIPULATIVE RESOURCES**  
 For children ages 6 to 12  
**DESENVOLUPAMENT DE COMPETÈNCIES MATEMÀTIQUES ATRAVÉS DE RECURSOS LÚDICOS-MANIPULATIVOS**  
 Para niños y niñas de 6 a 12 años  
 Àngel Alsina  
 HE2 // 1453-3 // 6ª ed. 2018 // 160 pp.

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**HEALTHY RELATIONSHIPS**  
 Social competence programs for children ages 4 to 12  
**RELACIONARNOS BIEN**  
 Programas de Competencia Social para niñas y niños de 4 a 12 años  
 M. Segura & M. Arcas  
 HE17 // 1719-0 // 11ª ed. 2016 // 200 pp.

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# Didactics of Social Sciences and teaching digital competence

In early education

Delfín Ortega-Sánchez



EP92 // 2897-4 // 2022 // 96 pp.

**T**his book offers the theoretical foundations and the methodological keys necessary to work, in an integrated and sequential way, the Didactics of Social Sciences (DSS) and the Teaching Digital Competence (TDC) in the Early Childhood or Elementary Education (EE) stage.

It is the first Latin American work that, firmly grounded in the most recent international scientific literature, studies the bases of teaching and learning of temporal, cultural, spatial and social notions in this educational stage, starting from the implementation of Information and Communication Technologies, and the development of TDC.

**Delfín Ortega-Sánchez** is a permanent professor at the University in the area of Didactics of Social Sciences and Vice-rector for Social Responsibility, Culture and Sports at the University of Burgos. He has a PhD in Didactics of History and Social Sciences from the Autonomous University of Barcelona, in Educational Sciences from the University of Burgos, and in American History from the University of Extremadura. And he has a Master's degree in Educational Research from the Autonomous University of Barcelona. At present, he is lead researcher of the Didactics of Social Sciences Research Group of the University of Burgos.

Book  
Preview



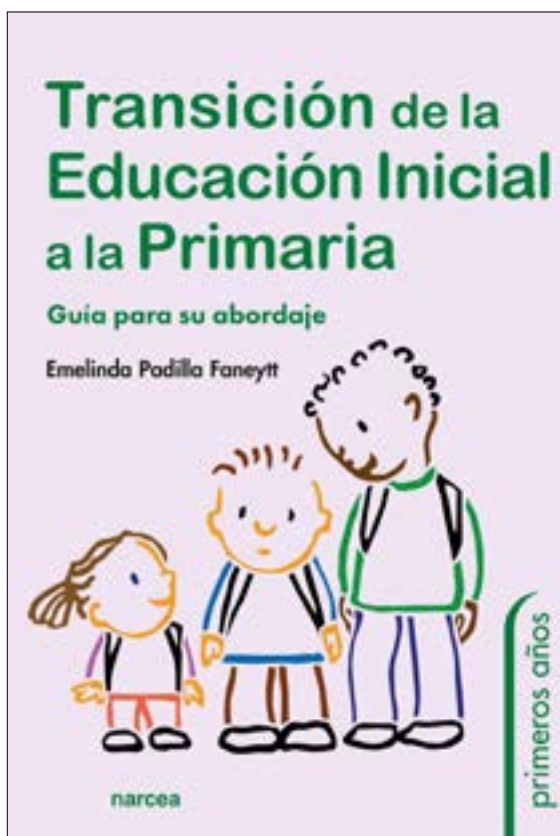
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# Transition from initial To primary education

## Guide to approach transition

**Emelinda Padilla Faneytt**



EP91 // 2900-1 // 2022 // 128 pp.

Book  
Preview



Weblink



**T**he transition is the passage from one place or phase of education to another through time, and that represents challenges from the point of view of social relations, teaching style, environment, space, time, contexts. of learning and learning itself, making the process something intense and with increasing demands.

It is very difficult to establish continuity between the different educational levels because there are many school, family and institutional variables that require relevant changes so that there can be continuity.

How can this experience, which can be stressful or positive, become a pleasant and stimulating process? The author clearly outlines what should be done. Each and every one of her statements provides an example that challenges the reader to put it into practice, with creative and innovative ideas, and relevant to different realities and educational contexts.

This is a Guidebook that proposes a wide repertoire of strategies and activities, all of them based on educational research, which will help teachers make the best decisions when approaching the process, and will suggest what to do so that children and girls enjoy their educational process while developing their cognitive, social, affective and academic skills, intelligences and abilities.

**Emelinda Padilla Faneytt** has a Postgraduate Degree in Elementary Education, and a Master's and Doctorate in Education. She is a researcher, speaker, trainer, consultant and educational advisor. She takes part in advocacy programs and projects and educational policies, and collaborates with national and international organizations (UNICEF, OEI, among others). She is the Founder and Director of the educational services company Red-Explora.

# How to work with learning projects in Early Education

Mercedes Blanchard · M<sup>a</sup> Dolores Muzás



EP90 // 2777-9 // 2020 // 136 pp.

**L**earning Projects reinforce the child's natural desire of learning new things. With this way of working, the actual hero of the learning process is the student himself, while teachers serve as mediators: they set the stage, provide with resources, and propose motivating encouragement so the students can take the initiative and continue the work, also encouraged by their classmates.

Learning Projects promote the globalization of the different areas of the curriculum around a topic of interest, by reinforcing the integral approach of knowledge, and enable all students to be involved, as they can incorporate new modalities of working for the different intelligences.

Learning Projects help teachers to abandon their curriculum-centred focus and to widen their views to reaching the life of the students and their interests.

The second part of the book includes two models of Learning Projects, broadly developed, that enable to know in depth how to develop this way of working in Early Education.

**Mercedes Blanchard**, PhD in Pedagogy, is Professor at the Teacher Training Faculty of the Autonomous University of Madrid. **M<sup>a</sup> DOLORES MUZÁS**, Degree in Pedagogy, has a Master's Degree in Management and Direction of Educational Centers. They are both trainers and counselors of teaching teams, and authors of several publications.

Book  
Preview



Weblink





# Primeros años



**INFORMAL AND INTUITIVE MATHEMATICS FROM BIRTH TO THE AGE OF 3**  
**Key elements for a good beginning**  
**MATEMÁTICAS INTUITIVAS E INFORMALES DE 0 A 3 AÑOS**  
 Elementos para empezar bien  
 Àngel Alsina  
 EP78 // 2106-7 // 2015 // 128 pp.

**RIGHTS: AVAILABLE**



**READY, SET, CURTAIN UP!**  
**Theatre for pre-school classrooms**  
**TALÍN, TOLÓN, SE ABRE EL TELÓN**  
 Maestras/os teatreras/os en la Escuela Infantil  
 M. Rodríguez Bartolomé & M. de la Rosa García  
 EP63 // 1592-9 // reimp. 2015 // 112 pp.

**RIGHTS: AVAILABLE**



**CLASSROOMS FROM BIRTH TO THE AGE OF 3**  
**Organisation and management**  
**LAS AULAS DE 0 A 3 AÑOS**  
 Su organización y funcionamiento  
 Cristina Lahora  
 EP73 // 1914-9 // 2013 // 168 pp.

**RIGHTS: AVAILABLE**



**SEX EDUCATION FROM BIRTH TO THE AGE OF 6**  
**What, when, how**  
**EDUCACIÓN SEXUAL PARA NIÑOS Y NIÑAS DE 0 A 6 AÑOS**  
 Cuándo, cuánto y cómo hacerlo  
 M<sup>a</sup> del Carmen Hernández Sánchez del Río  
 EP62 // 1576-9 // 2008 // 160 pp.

**RIGHTS AVAILABLE EXCEPT: PORTUGAL**



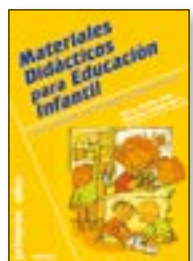
**TALES FOR TEACHING AND LEARNING MATHEMATICS IN PRE-SCHOOL**  
**CUENTOS PARA APRENDER Y ENSEÑAR MATEMÁTICAS EN EDUCACIÓN INFANTIL**  
 Margarita Marín Rodríguez  
 EP72 // 1899-9 // 3<sup>a</sup> ed. 2017 // 176 pp.

**RIGHTS: AVAILABLE**



**EARLY EDUCATION CURRICULUM**  
**Main issues**  
**EL CURRÍCULO DE EDUCACIÓN INFANTIL**  
 Aspectos básicos  
 Ángeles Gervilla Castillo  
 EP57 // 1538-7 // 2006 // 128 pp.

**RIGHTS: AVAILABLE**



**DIDACTIC RESOURCES FOR PRE-SCHOOL**  
**How to make them yourself and use them in the classroom**  
**MATERIALES DIDÁCTICOS PARA EDUCACIÓN INFANTIL**  
 Cómo construirlos y cómo trabajar con ellos en el aula  
 Elvira & Mariano Salido Soler  
 EP71 // 1896-8 // 2013 // 144 pp.

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**THE LITTLE ONES**  
**Playing and learning until the age of 3**  
**CHIQUITINES**  
 Jugar y aprender hasta los 3 años  
 Isabel Agüera  
 EP55 // 1505-9 // 2006 // 152 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL & PORTUGAL**



**SELF-ESTEEM AND PEDAGOGICAL TACT IN EARLY STAGES**  
**Counselling for educators and families**  
**AUTOESTIMA Y TACTO PEDAGÓGICO EN EDAD TEMPRANA**  
 Orientaciones para educadores y familias  
 Margarita Heinsen  
 EP69 // 1820-3 // 2<sup>a</sup> ed. 2015 // 104 pp.

**RIGHTS: AVAILABLE**



**ASSESSMENT AND POST-ASSESSMENT IN EARLY EDUCATION**  
**How to assess and what to do afterwards**  
**EVALUACIÓN Y POSTEVALUACIÓN EN EDUCACIÓN INFANTIL**  
 Cómo evaluar y qué hacer después  
 Victoria Mir *et al.*  
 EP53 // 1472-4 // 2<sup>a</sup> ed. 2012 // 264 pp.

**RIGHTS: AVAILABLE**



**MASTERING EARLY EDUCATION**  
**Practical guide from birth to the age of 6**  
**EL ARTE DE LA EDUCACIÓN INFANTIL**  
 Guía práctica con niños de 0 a 6 años  
 D. Miralles & S. Hernández  
 EP64 // 1644-5 // reimp. 2015 // 104 pp.

**RIGHTS: AVAILABLE**



**HUMAN RIGHTS IN EARLY EDUCATION**  
**Tales, games, and other activities**  
**LOS DERECHOS HUMANOS EN EDUCACIÓN INFANTIL**  
 Cuentos, juegos y otras actividades  
 Carmen Llopis (Coord.)  
 EP50 // 1418-2 // 2<sup>a</sup> ed. 2012 // 112 pp.

**RIGHTS: AVAILABLE**

# Primeros años



**SCHOOL ATTENDANCE BEFORE THE AGE OF 3**  
**Classroom organisation and ten ready-to-use didactic units**  
**LA ESCOLARIZACIÓN ANTES DE LOS 3 AÑOS**  
 Organización del aula y diez Unidades Didácticas  
 Cristina Lahora  
 EP46 // 1352-9 // 2010 reimp. // 176 pp.

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**SING, PLAY MUSIC, JUMP, DANCE**  
**Suggestions for teaching Music to the youngest ones**  
**CANTA, TOCA, BRINCA Y DANZA**  
 Sugerencias para la Educación Musical de los pequeños  
 Elena Lehmann  
 EP22 // 1004-7 // 3ª ed. reimp. 2009 // 138 pp.

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**CONVERSATIONS WITH MY GRANDSON**  
**The role the "oldest ones" play in the education of the "youngest ones"**  
**DIÁLOGOS CON MI NIETO**  
 El papel de los "mayores" en la educación de los "pequeños"  
 Isabel Agüera  
 EP44 // 1335-2 // 2000 // 168 pp.

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**MATHEMATICS ACTIVITIES**  
**From birth to the age of 6**  
**ACTIVIDADES MATEMÁTICAS**  
 con niñas y niños de 0 a 6 años  
 Cristina Lahora  
 EP21 // 1003-0 // 9ª ed. 2012 // 176 pp.

**RIGHTS AVAILABLE EXCEPT: PORTUGAL**



**INDIVIDUALIZED EDUCATION PROGRAMS**  
**In pre-school**  
**ADAPTACIONES CURRICULARES**  
 en educación infantil  
 Laura Méndez y otras  
 EP41 // 1275-1 // 3ª ed. 2009 // 192 pp.

**RIGHTS: AVAILABLE**



**THEATRE PLAYS**  
**For pre-school and primary school**  
**"TEATRILLOS"**  
 Con niños y niñas de educación infantil y primaria  
 Isabel Agüera  
 EP16 // 0927-0 // 8ª ed. 2015 // 112 pp.

**RIGHTS AVAILABLE EXCEPT: PORTUGAL**



**CLASSROOM LIBRARY IN PRE-SCHOOL**  
**Tales and poetry**  
**LA BIBLIOTECA DE AULA INFANTIL**  
 El cuento y la poesía  
 Rafael Rueda  
 EP31 // 1104-4 // 2014 reimp. // 128 pp.

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**BODY, SPACE, LANGUAGE**  
**CUERPO, ESPACIO, LENGUAJE**  
 Guías de trabajo  
 Mª Teresa Ancín  
 EP12 // 0877-8 // 1989 // 144 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**



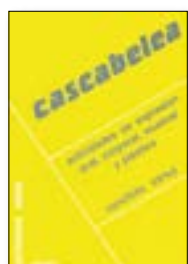
**MORE THEATRE PLAYS**  
**With children ages 3 to 5**  
**MÁS "TEATRILLOS"**  
 Con niños y niñas de 3, 4 y 5 años  
 Isabel Agüera  
 EP29 // 1094-8 // 6ª ed. 2008 // 96 pp.

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**EMOTIONAL DEVELOPMENT IN PRE-SCHOOL**  
**VIDA AFECTIVA Y EDUCACIÓN INFANTIL**  
 Teresa Franco  
 EP10 // 0837-2 // 1988 // 176 pp.

**RIGHTS: AVAILABLE**



**JINGLE, JINGLE**  
**Oral, corporal, musical and plastic activities**  
**CASCABELEA**  
 Actividades de expresión oral, corporal, musical y plástica  
 Conchita Sanuy  
 EP24 // 1042-9 // 2 ed. reimp. 2003 // 112 pp.

**RIGHTS: AVAILABLE**



**EARLY EDUCATION DIDACTICS**  
**DIDÁCTICA DE LA EDUCACIÓN INFANTIL**  
 Miguel Ángel Zabalza  
 EP6 // 0771-9 // 6ª ed. 2010 // 292 pp.

**RIGHTS: AVAILABLE**

# Educación Secundaria

## INTERCULTURAL COMMUNICATION

### Resources for Secondary school

#### COMUNICACIÓN INTERCULTURAL

##### Materiales para Secundaria

Ruth Vila Baños

MS62 // 1555-4 // 2007 // 128 pp.

**RIGHTS: AVAILABLE**

## BULLYING

### Development, prevention, and resources

#### ACOSO ESCOLAR

##### Desarrollo, prevención y herramientas de trabajo

M. Blanchard & E. Muzás

MS61 // 1556-1 // 2007 // 116 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**

## BUILDING AN INTERCULTURAL AND RESPONSIBLE CITIZENSHIP

### Guide for Secondary school teachers

#### CONSTRUCCIÓN DE UNA CIUDADANÍA INTERCULTURAL

##### Y RESPONSABLE

##### Guía para el profesorado de Secundaria

M. Bartolomé & F. Cabrera (Coords.)

MS60 // 1553-0 // 2ª ed. 2008 // 176 pp.

**RIGHTS: AVAILABLE**

## SCIENCE BOUNDARIES

### Civic training in Secondary school

#### FRONTERAS DE LA CIENCIA

##### Formación ciudadana en Secundaria

B. Marco-Stiefel & Mª T. Ibáñez Orcajo (Coords.)

MS59 // 1523-3 // 2007 // 160 pp.

**RIGHTS: AVAILABLE**

## SKILLS FOR CITIZENSHIP

### Reflexion, decision, action

#### COMPETENCIAS PARA LA CIUDADANÍA

##### Reflexión, decisión, acción

Mª Dolores Morillas Gómez

MS58 // 1532-5 // 2006 // 128 pp.

**RIGHTS: AVAILABLE**

## HOW TO AVOID SCHOOL FAILURE IN SECONDARY SCHOOL

### CÓMO EVITAR EL FRACASO ESCOLAR EN SECUNDARIA

#### Recursos

Miquel Castillo (Coord.)

MS57 // 1522-6 // 2006 // 160 pp.

**RIGHTS: AVAILABLE**

## INSTILING READING HABITS

### CREAR EL HÁBITO DE LEER

#### El relato heroico en la literatura juvenil

I. Romero & M. Gallardo

MS56 // 1486-1 // 2005 // 176 pp.

**RIGHTS AVAILABLE EXCEPT: BRAZIL**

## ALGEBRA IN SECONDARY SCHOOL

### Cooperative work in Maths

#### ÁLGEBRA EN SECUNDARIA

##### Trabajo cooperativo en Matemáticas

P. Gavilán Bouzas

MS54 // 1458-8 // 2004 // 184 pp.

**RIGHTS: AVAILABLE**

## REINFORCEMENT IN MATHS

### For support activities and curricular diversification

#### REFUERZO DE MATEMÁTICAS

##### Para apoyo y diversificación curricular

Mª L. Lázaro

MS53 // 1420-5 // 2003 // 160 pp.

**RIGHTS: AVAILABLE**

## WE NEED TO KNOW OURSELVES

### NECESITAMOS CONOCERNOS

#### Un proyecto integrado del ser humano

M. L. López & C. San José

MS50 // 1384-0 // 2002 // 176 pp.

**RIGHTS: AVAILABLE**

## “WORLD DAYS OF...”

### Values and attitude to celebrate them

#### LOS “DÍAS MUNDIALES”

##### Valores y actitudes en su celebración

J. Arranz y otras

MS49 // 1383-3 // 2002 // 160 pp.

**RIGHTS AVAILABLE EXCEPT: PORTUGAL**

## BEING A PERSON AND CONNECTING WITH OTHERS

### Cognitive and social skills, and moral development

#### SER PERSONA Y RELACIONARSE

##### Habilidades cognitivas y sociales, y crecimiento moral

M. Segura

MS48 // 1385-7 // 2009 5ª reimp. // 156 pp.

**RIGHTS: AVAILABLE**

## MATHEMATICS ONLINE

### Internet in the Secondary school classroom

#### MATEMÁTICAS EN LA RED

##### Internet en el aula de Secundaria

Inés Mª Gómez Chacón y otras

MS47 // 1364-2 // 2001 // 160 pp. (Contiene CD)

**RIGHTS: AVAILABLE**

## LANGUAGE REINFORCEMENT ACTIVITIES

### Comprehension and communication through Language

#### APOYOS Y REFUERZOS PARA EL ÁREA DE LENGUA

##### Comprensión y comunicación a través del Lenguaje

J. Arranz *et al.*

MS45 // 1350-5 // 2000 // 180 pp.

**RIGHTS: AVAILABLE**

## WRITING WORKSHOPS

### Sthetics of written language in Secondary school

#### TALLERES DE ESCRITURA

##### La estética del lenguaje escrito, en Secundaria

S. Casaseca

MS44 // 1349-9 // 2000 // 128 pp.

**RIGHTS: AVAILABLE**

## REDISCOVERING ENVIRONMENTAL GEOMETRICS THROUGH

### CABRI SOFTWARE

#### DESCUBRIR LA GEOMETRÍA DEL ENTORNO CON CABRI

C. Arriero e I. García

MS42 // 1327-7 // 2000 // 160 pp. (Con disquete solucionario)

**RIGHTS: AVAILABLE**

## DRUG ADDICTION PREVENTION IN SECONDARY SCHOOL

### Integrating curricular areas

#### PREVENCIÓN DE DROGODEPENDENCIAS, EN SECUNDARIA

##### Integración en las Áreas curriculares

E. Bas Peña

MS41 // 1328-4 // 2000 // 148 pp.

**RIGHTS: AVAILABLE**

## CURRICULAR DIVERSIFICATION IN THE FIELDS OF SCIENCE

### AND TECHNOLOGY

#### Methodology and development of a concrete program

##### PROGRAMA DE DIVERSIFICACIÓN CURRICULAR DEL ÁMBITO

##### CIENTÍFICO-TECNOLÓGICO

##### Metodología y desarrollo práctico

J. Bernardo

MS40 // 1315-4 // 2000 // 168 pp.

**RIGHTS: AVAILABLE**





# Educación Secundaria

## CURRICULAR DIVERSIFICATION IN THE FIELDS OF LANGUAGE AND SOCIAL SCIENCE

Development and assessment of a concrete program

PROGRAMA DE DIVERSIFICACIÓN CURRICULAR DEL ÁMBITO LINGÜÍSTICO Y SOCIAL. Desarrollo práctico y evaluación

J. Arranz *et al.*

MS39 // 1318-5 // 2ª ed. 2001 // 168 pp.

RIGHTS: AVAILABLE

## GEOGRAPHIC KNOWLEDGE

Procedures and techniques for Secondary school

CONOCIMIENTO GEOGRÁFICO

Procedimientos y técnicas para el aula en Secundaria

A. Sánchez Ogallar

MS38 // 1301-7 // 1999 // 168 pp.

RIGHTS: AVAILABLE

## CLASSICAL STUDIES

CULTURA CLÁSICA

En las Áreas Curriculares y en los Temas Transversales

F. Lillo

MS37 // 1285-0 // 1999 // 176 pp.

RIGHTS: AVAILABLE

## HISTORICAL TEXTS ANALYSIS

How to interpret source written documents in Secondary school

COMENTARIO DE TEXTOS HISTÓRICOS

Cómo interpretar las fuentes de información escrita en Secundaria

Carmen Llopis

MS35 // 1219-5 // 1998 // 160 pp.

RIGHTS: AVAILABLE

## WE LIVE IN A TECHNOLOGICAL WORLD

Technology and life quality in Secondary school

VIVIMOS EN UN MUNDO TECNOLÓGICO

Tecnología y calidad de vida en Secundaria

A. Gracia

MS33 // 1245-4 // 1998 // 168 pp.

RIGHTS: AVAILABLE

## STUDENT MENTORING PROGRAM IN SECONDARY SCHOOL

Preparation, development, and resources

PLAN DE ACCIÓN TUTORIAL EN SECUNDARIA

Elaboración, desarrollo y materiales

Mercedes Blanchard & Mª Dolores Muzás

MS31 // 1206-5 // 2011 reimp. // 152 pp.

RIGHTS: AVAILABLE

## AUDIOVISUAL TECHNOLOGY IN SCIENCE LESSONS

TECNOLOGÍA AUDIOVISUAL EN LA CLASE DE CIENCIAS

F. J. Medina & J. Rodríguez

MS30 // 1207-2 // 1997 // 176 pp.

RIGHTS: AVAILABLE

## PLANNING AND ORGANISING ACTIVITIES IN HIGH SCHOOLS

PROGRAMAR Y ORGANIZAR ACTIVIDADES EN IES

M. Regodón & B. Vaquero

MS29 // 1208-9 // 1997 // 168 pp.

RIGHTS: AVAILABLE

## LANGUAGE AND LITERATURE

LENGUA Y LITERATURA

Una secuencia para 2º ciclo y tres unidades didácticas

M. Allende & M. P. Núñez

MS22 // 1107-5 // 1995 // 160 pp.

RIGHTS: AVAILABLE

## USING THE CALCULATOR IN THE CLASSROOM

USO DE LA CALCULADORA EN EL AULA

A. Álvarez

MS21 // 1106-8 // 1995 // 172 pp.

RIGHTS: AVAILABLE

## MATHEMATICAL FUNCTIONS' PURPOSE

LA FUNCIÓN DE LAS FUNCIONES

Mª. L. Callejo, L. Paz & Mª D. Vidal

MS20 // 1087-0 // 1994 // 180 pp.

RIGHTS: AVAILABLE

## 20 AUTHORS OF THE 20TH CENTURY. Analysis of texts

20 AUTORES DEL SIGLO XX. Interpretación y comentario de textos literarios

J. Ariza *et al.*

MS19 // 1086-3 // 1994 // 192 pp.

RIGHTS: AVAILABLE

## COUNSELLING DEPARTMENT: SPECIAL EDUCATION NEEDS

EL DEPARTAMENTO DE ORIENTACIÓN: ATENCIÓN A LA DIVERSIDAD

A. Arroyo, A. Castelo & Mª C. Pueyo

MS18 // 1088-7 // 2ª ed. 1997 // 152 pp.

RIGHTS: AVAILABLE

## MATHEMATICS WORKSHOP

TALLER DE MATEMÁTICAS

J. L. Antón *et al.*

MS17 // 1079-5 // 2ª ed. 1999 // 184 pp.

RIGHTS: AVAILABLE

## WELCOME TO LITERATURE

Seven proposals for approaching Literature

BIENVENIDOS A LA LITERATURA. Siete propuestas de acercamiento

Equipo "Taller de Lengua y Literatura"

MS14 // 1024-5 // 1993 // 184 pp.

RIGHTS: AVAILABLE

## OUR DIET. Health, consumption, and solidarity

LA ALIMENTACIÓN, ACTIVIDAD DEL SER HUMANO

Salud, consumo y solidaridad

E. Olivares

MS13 // 1023-8 // 2ª ed. 2001 // 160 pp.

RIGHTS: AVAILABLE

## LEARNING TO THINK, AND THINKING TO LEARN

APRENDER A PENSAR Y PENSAR PARA APRENDER

J. C. Torre Puente

MS12 // 0999-7 // 6ª ed. 2016 // 168 pp.

RIGHTS: AVAILABLE

## PHYSICAL EDUCATION PROPOSALS. Sense of direction, dancing,

skating, climbing, racket sports, cycling, and school triathlon

PROPUESTAS PARA EDUCACIÓN FÍSICA

Orientación, danza, patinaje, escalada, palas, bicicleta y triatlón escolar

J. Gutiérrez *et al.*

MS11 // 1000-9 // 1992 // 160 pp.

RIGHTS: AVAILABLE

## HISTORY OF SCIENCE

Surprise and creativity within the main scientific discoveries

HISTORIA DE LA CIENCIA

Sorprea y creatividad en los descubrimientos científicos

B. Marco Stiefel

MS9 // 0992-8 // 2ª ed. 2001 // 144 pp.

RIGHTS: AVAILABLE

## MAPS. Interdisciplinary activities to represent the space

PLANOS Y MAPAS

Actividades interdisciplinarias para representar el espacio

Mª L. Callejo & C. Llopis

MS8 // 0991-1 // 2000 reimp. // 176 pp.

RIGHTS: AVAILABLE

## INTERSUBJECT ACTIVITIES. English activities linked to other subjects

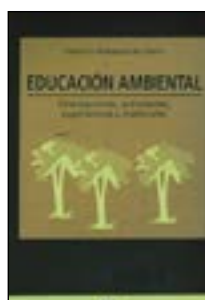
INTERSUBJECT ACTIVITIES

Actividades de inglés en conexión con otras áreas

Equipo Pygmalion

MS7 // 0990-4 // 1992 // 136 pp.

RIGHTS: AVAILABLE



# Educación Secundaria

## **ARTS IN SECONDARY SCHOOL EXPRESIÓN PLÁSTICA EN SECUNDARIA**

I. Merodio

PR23 // 0783-2 // 2ª ed. 2004 // 166 pp.

**RIGHTS: AVAILABLE**

## **TECHNOLOGY IN SECONDARY SCHOOL EL ÁREA DE TECNOLOGÍA EN SECUNDARIA**

R. López Cubino

ST16 // 1351-2 // 2001 // 224 pp.

## **PHYSICS AND CHEMISTRY IN SECONDARY SCHOOL LA FÍSICA Y LA QUÍMICA EN SECUNDARIA**

Mª J. Martín *et al.*

ST15 // 1277-5 // 2000 // 264 pp.

**RIGHTS: AVAILABLE**

## **SCIENTIFIC LITERACY AND CITIZENSHIP EDUCATION ALFABETIZACIÓN CIENTÍFICA Y EDUCACIÓN PARA LA CIUDADANÍA**

T. Aguilar

ST14 // 1289-8 // 1999 // 120 pp.

**RIGHTS: AVAILABLE**

## **ENVIRONMENTAL EDUCATION FOR LIFE TEMAS DE EDUCACIÓN AMBIENTAL EN LAS CIENCIAS DE LA VIDA**

F. Velázquez de Castro & Mª C. Fernández

ST13 // 1240-9 // 1998 // 224 pp.

**RIGHTS: AVAILABLE**

## **THE LIBRARY, A DOCUMENTATION CENTRE AT SCHOOL Organisation and resources in Secondary school LA BIBLIOTECA, UN CENTRO-CLAVE DE DOCUMENTACIÓN ESCOLAR**

Organización, dinamización y recursos en Secundaria

P. Valverde *et al.*

ST12 // 1224-9 // 2ª ed. reimp. 2016 // 280 pp.

**RIGHTS: AVAILABLE**

## **GIFTED STUDENTS: SOCIAL AND CURRICULAR ADAPTATION IN SECONDARY SCHOOL**

### **SUPERDOTADOS: ADAPTACIÓN ESCOLAR Y SOCIAL EN SECUNDARIA**

J. A. Alonso e Y. Benito

ST11 // 1101-3 // 1996 // 288 pp.

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## **ETHICS FOR EVERYONE IN SECONDARY SCHOOL EDUCACIÓN MORAL PARA TODOS EN SECUNDARIA**

J. M. Cobo

ST10 // 1137-2 // 1995 // 128 pp.

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## **CURRICULAR ADAPTATION DESIGN IN SECONDARY SCHOOL DISEÑO DE DIVERSIFICACIÓN CURRICULAR EN SECUNDARIA**

Mª D. Muzás

ST9 // 1109-9 // 5ª ed. 2002 // 206 pp.

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## **SOCIAL SCIENCE, GEOGRAPHY, AND HISTORY IN SECONDARY SCHOOL**

### **CIENCIAS SOCIALES, GEOGRAFÍA E HISTORIA EN SECUNDARIA**

C. Llopis

ST8 // 1103-7 // 1996 // 264 pp.

**RIGHTS: AVAILABLE**

## **A MATHEMATICAL CLUB FOR DIVERSITY UN CLUB MATEMÁTICO PARA LA DIVERSIDAD**

Mª Luz Callejo

ST3 // 1070-2 // 3ª ed. 1998 // 288 pp.

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## **LANGUAGE FOR ALL IN SECONDARY SCHOOL LENGUA PARA TODOS EN SECUNDARIA**

A. Cervera

ST2 // 1069-6 // 2ª ed. 1995 // 272 pp.

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# Violence among dating teens

## Strategies for change

Encarnación Soriano, Josefina Lozano · César Armando Rey (Edits.)



GF18 // 2931-5 // 2022 // 224 pp.

Book  
Preview



Weblink



Who has not seen a teenage or young couple yelling at each other, in a park or on the street? How many times have we heard our teenagers talk about the control that their young partners exercise over them on social networks or messaging apps? We have also heard some teenage girl say that her boyfriend loves her very much and that is why she is jealous of her, or that she agrees to do what he asks of her by blackmailing her.

Society rejects and denounces these behaviors, so why are there still behaviors that disturb teenagers or young adults, that influence their academic performance and future prospects, that cause them stress, pessimism and low self-esteem? Perhaps the most serious thing is that they normalize violence, even if they are not aware of it.

This manual has been written to try to respond to this situation. Its objective is to provide teachers, families and all people interested in the subject, the knowledge and strategies necessary to help our students or our children to live healthy relationships, based on respect, empathy, affection and dialogue.

The first part of the book develops theories and strategies to prevent and combat the violence that often occurs in teen's romantic relationships. The second part addresses the inclusive and cross-cultural prevention of this violence from education and health services.

It is a groundbreaking book; it's useful to teachers, families, public and private institutions and organizations, and associations that deal with teenagers.

**Encarnación Soriano Ayala** is Professor of Research Methods in Education at the University of Almeria. Her research is focused on cross-cultural health education and dating violence prevention, especially in teenagers and young adults from different ethnic and cultural groups.

**César Armando Rey Anacona** is a Psychologist from the National University of Colombia, Doctor in Clinical and Health Psychology from the University of Salamanca. He is currently Dean of the Faculty of Health Sciences of the Pedagogical and Technological University of Colombia.

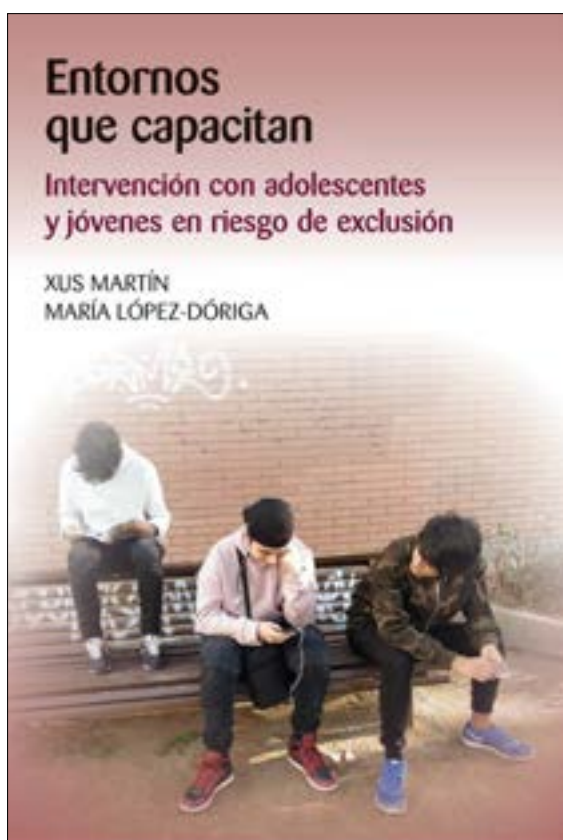
**Josefina Lozano Martínez** is a permanent teacher in the Department of Didactics and School Organization in the Faculty of Education at the University of Murcia. She has led research projects focused on intercultural education and attention to students with a specific need for educational support.



# Empowering environments

## Intervention with adolescents and young people at risk of exclusion

Xus Martín · María López-Dóriga



GF17 // 2888-2 // 2022 // 136 pp.

Book  
Preview



Weblink



**T**he education of adolescents who leave school prematurely provokes different opinions, but many of them tend to highlight their inability to learn and their social incompetence; it is a hasty judgment that hides a more complex reality.

From close knowledge and work with educational teams that work with this population, this book is based on the fact that young people at risk of exclusion are not unable to learn or live in community and values the impact that the environment has on comprehensive development of people.

This book addresses the need for an education aimed at mobilizing capacities that have not been sufficiently developed in adolescents from disadvantaged environments and an intervention proposal is made, structured in five basic capacities, referring to which the following are introduced: theoretical contributions, ethnographic stories, didactic methodologies and activity proposals.

The resources that this book presents have been put into practice in socio-educational institutions that address, from respect and hope, the training of those boys and girls who have failed at school.

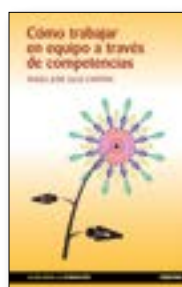
**Xus Martín** is a professor at the Faculty of Education at the University of Barcelona and a member of the GREM (Research Group on Moral Education). She is an expert in values education, service learning and adolescents at risk of exclusion, topics about which she has published many studies.

**María López-Dóriga** is a pedagogue and works at the Adsis Foundation as coordinator of socio-educational projects for young people who have left the school system. She collaborates with the Research Group in Moral Education of the University of Barcelona, in projects related to vulnerable adolescents.



**ARTISTIC AND THEATRICAL ORAL NARRATION**  
**Techniques and resources for beginners**  
**LA NARRACIÓN ORAL ARTÍSTICA Y ESCÉNICA**  
**Técnicas y recursos para iniciarse**  
Juan José Severo Huertas  
GF14 // 2376-4 // 2017 // 14,00 € // 128 pp.

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**TEAMWORK THROUGH COMPETENCES**  
**CÓMO TRABAJAR EN EQUIPO A TRAVÉS DE COMPETENCIAS**  
Ángel José Olaz Capitán  
GF13 // 2224-8 // 2017 // 16,50 € // 160 pp.

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# Guías para la formación



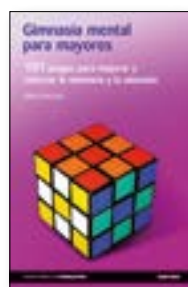
**SOCIAL PROJECTS DESIGN**  
**DISEÑO DE PROYECTOS SOCIALES**  
 Aplicaciones prácticas para su planificación, gestión y evaluación  
 Gloria Pérez Serrano  
 GF12 // 2141-8 // 2016 // 272 pp.

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**THE ENTREPRENEUR'S CHALLENGE IN THE 21ST CENTURY**  
**Tools for developing the entrepreneurship competence**  
**EL DESAFÍO DE EMPRENDER EN EL S. XXI**  
 Herramientas para desarrollar la competencia emprendedora  
 Irma Briasco  
 GF11 // 2063-3 // 2014 // 176 pp.

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**MENTAL GYMNASTICS FOR SENIORS**  
 101 Games to improve and reinforce memory and attention  
**GIMNASIA MENTAL PARA MAYORES**  
 101 juegos para reforzar la memoria y la atención  
 Jorge Batllori  
 GF10 // 2027-5 // 2014 // 128 pp.

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**PROFESSIONAL COMPETENCES**  
 Resources for their assessment: portfolios, rubric and others  
**COMPETENCIAS PROFESIONALES**  
 Herramientas para su evaluación: el portafolios, la rúbrica y las pruebas situacionales  
 José Ángel del Pozo Flórez  
 GF9 // 1892-0 // 3ª ed. 2015 // 144 pp.

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**STRATEGIC PLANNING IN NON-PROFIT ORGANISATIONS**  
**PLANIFICACIÓN ESTRATÉGICA EN ORGANIZACIONES NO LUCRATIVAS**  
 Guía participativa basada en valores  
 Pablo Navajo  
 GF8 // 1599-8 // 2009 // 160 pp.

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**INVISIBLE TEACHING**  
**Non-formal learning in the 21st century**  
**LA ENSEÑANZA QUE NO SE VE**  
 Educación informal en el siglo XXI  
 Toni Cuadrado  
 GF7 // 1587-5 // 2008 // 152 pp.

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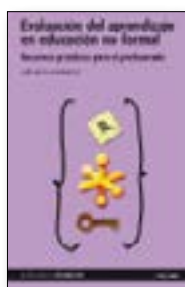
**HOW TO MANAGE COMMUNICATION**  
**In institutions**  
**CÓMO GESTIONAR LA COMUNICACIÓN**  
 En organizaciones públicas y no lucrativas  
 Sergio Fernández López  
 GF6 // 1565-3 // 2007 // 272 pp.

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**CREATIVE THINKING**  
**Exercising creativity in group**  
**LA ACTITUD CREATIVA**  
 Ejercicios para trabajar en grupo la Creatividad  
 R. Lamata Cotanda  
 GF5 // 1512-7 // 3ª ed. 2013 // 240 pp.

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**ASSESSMENT OF NON-FORMAL LEARNING**  
 Practical resources for teachers  
**EVALUACIÓN DEL APRENDIZAJE EN EDUCACIÓN NO FORMAL**  
 Recursos prácticos para el profesorado  
 J. L. Pulgar Burgos  
 GF4 // 1510-3 // 2005 // 176 pp.

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**PLAYING IN PEACE**  
 Suggestions to play in peace, with no violence  
**JUGANDO EN PAZ**  
 Propuestas para jugar en paz y sin violencia  
 A. Martínez Ten & C. García Marín  
 GF3 // 1483-0 // 2005 // 100 pp.

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**LOCAL CONTEXT ANALYSIS**  
 Techniques and research methods from Socio-Cultural Animation  
**ANÁLISIS DE LA REALIDAD LOCAL**  
 Técnicas y métodos de investigación desde la Animación Sociocultural  
 J. Escudero  
 GF2 // 1468-7 // 2004 // 216 pp.

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**DEVELOPMENT OF EDUCATIONAL PROCESS IN NON-FORMAL EDUCATION**  
**LA CONSTRUCCIÓN DE PROCESOS FORMATIVOS EN EDUCACIÓN NO FORMAL**  
 R. Lamata & R. Domínguez (Coords.)  
 GF1 // 1443-4 // 2003 // 336 pp.

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# Literature and bullying

## Proposals for improving convivencia

Santiago Yubero · Elisa Larrañaga,  
Raúl Navarro · Sandra Sánchez-García



LE2 // 2922-3 // 2022 // 176 pp.

Book  
Preview



Weblink



**T**his book is based on the idea that reading is an essential factor for the

personal and social development of children. The stories we read in books are a source of information and entertainment that generates social values. Beliefs bring us closer to the knowledge of the world and the circumstances of our personal and social relationships, in the different situations we live in.

Stories can become a useful strategy to make certain social issues visible and can help us in our socio-educational interventions.

This book presents elements of protection against bullying. Twenty works of children's and youth literature have been selected and, although they do not deal directly with the issue of violence in the classroom, they do allow, however, numerous proposals and activities for socio-educational intervention against bullying.

The titles have been categorized by age, and the design and structure of the activities emphasize the skills and values that the stories offer. This facilitates the task of reading mediators, both teachers and families.

The purpose of this book is to help educators improve their knowledge, master strategies and have adequate materials to carry out effective socio-educational interventions for the prevention of bullying.

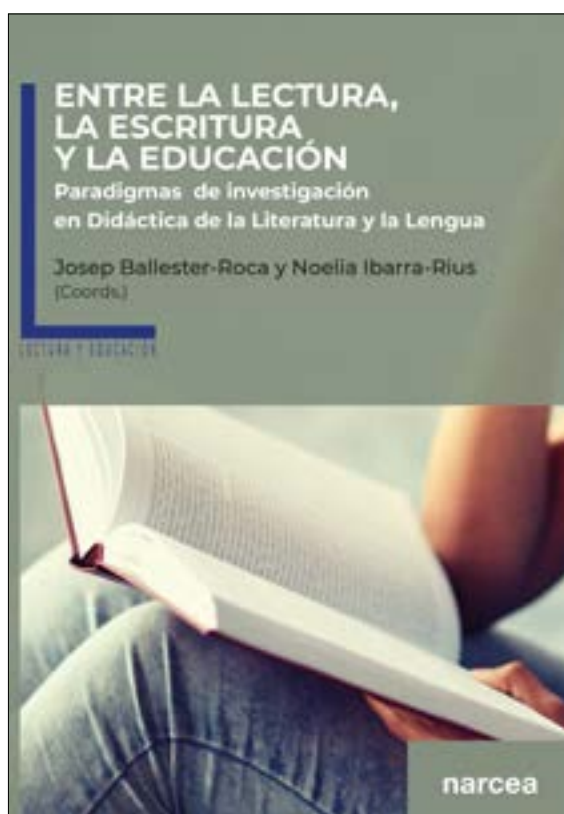
The authors of the book –**Santiago Yubero, Elisa Larrañaga, Raúl Navarro** y *Sandra Sánchez-García*– are members of a team of researchers and experts in the field of psychology, education and reading, and are part of the multidisciplinary team of the Center for Studies for the Promotion of Reading (CEPLI) of the University of Castilla-La Mancha. His concern to transmit the results of his research to practical education has been his motivation to develop these teaching materials for the prevention of bullying behaviors from reading.



# Between reading, writing and education

## Research paradigms in Didactics of Literature and Language

Josep Ballester-Roca · Noelia Ibarra-Rius (Coords.)



LE1 // 2780-9 // 2020 // 304 pp.

Book  
Preview



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**30** years since the founding of the Spanish Society for Didactics of Language and Literature (SEDLL), linked to the discipline and its teaching staff and researchers. The anniversary represents a milestone in the vital journey of the entity and constitutes an ideal space for reflection, an in-depth review of the history of the area, the mapping of its current situation based on its challenges and objectives, and reflection on to their future perspectives with contemporary societies.

This volume therefore responds to the need to offer a reference text for researchers and teachers of didactics of literatures and languages (DLL). In accordance with this purpose, an outstanding number of experts have been brought together who, from their long careers, have contributed to the consolidation of the discipline and have inaugurated lines of work for research in the years to come.

Through this monograph, access is facilitated to relevant voices, dispersed until now in the different channels of dissemination of research, from which to approach the themes and central axes in DLL, but also an accurate diagnosis of the discipline in the current moment through the fruitful combination between the historical perspective and critical reflection in the form of a review of its purposes, lines of research and challenges to which to respond.

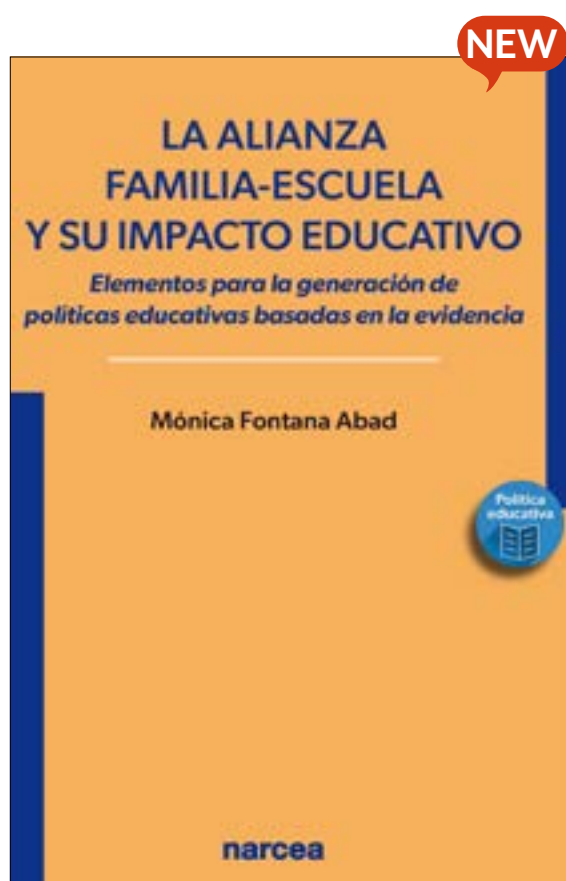
**Josep Ballester-Roca** is Professor in the Department of Didactics of Language and Literature at the University of Valencia and President of the SEDLL.

**Noelia Ibarra-Rius** is a Full Professor in the Department of Didactics of Language and Literature at the University of Valencia and is a member of the Board of Directors of the SEDLL.

# The family-school alliance and its educational impact

## Elements for the generation of educational policies based on evidence

Mónica Fontana Abad



PO4 // 2989-6 // 2023 // 208 pp.

Book  
Preview



Weblink



**T**his book aims to offer ways of reflection and concrete proposals that generate changes in different scenarios of the educational problem: from family involvement, to family-school relations and, especially, educational policies.

The authors, all of them with extensive experience in educational research, offer us a compendium of theory and evidence-based practice about family-school collaboration and its impact on academic results. Both the theoretical bases and the results derived from empirical research are presented in a systematic and entertaining manner.

Especially interesting are his reflections and results on such relevant topics as parental involvement and its influence on the academic development of children, truths and myths of the intergenerational transmission of academic success, challenges and limitations of technology in education, scope of the programs. that favor parental participation, and sources of parental and teaching authority.

The last chapter is dedicated to the implications of the findings offered throughout the book for educational policy.

The novelty of the volume is due, on the one hand, to the consideration of topics of general interest from the perspective of rigorous research and, on the other, to the proposal of specific criteria for action, derived from the research.

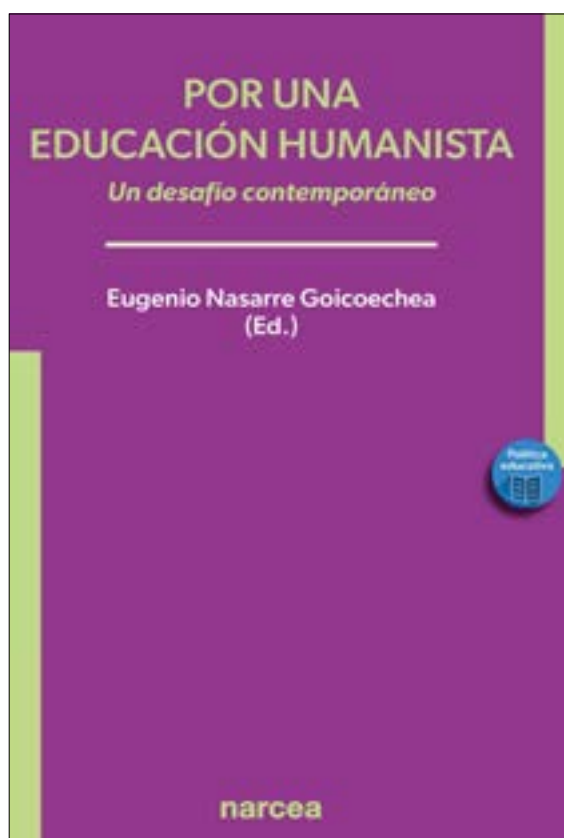
With this book, the authors, each from their specialization and sensitivity, propose ideas and evidence that can inspire the development and/or modification of educational policies related to the family from the alliance between teachers and parents based on restoring the stolen authority of both. .

**Mónica Fontana Abad**, author and editor of the work, has a degree in Philosophy and Educational Sciences, a Doctor in Educational Sciences from the Complutense University of Madrid (UCM) and a family psychotherapist. She is currently a professor with a doctorate in the Department of Research and Psychology in Education, of the Faculty of Education (UCM). She has been a Visiting Scholar at the Centro Studi e Ricerca sulla Famiglia of the Università Sacro Cuore in Milan and at Kennesaw State University in Atlanta.

# For a humanistic education

## A contemporary challenge

Eugenio Nasarre Goicoechea (Ed.)



PO3 // 2934-6 // 2022 // 212 pp.

Book  
Preview



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This book includes analysis and reflections by different authors, from complementary standpoints, that have in common their commitment to a humanistic education capable of facing the challenges of this century.

Education is today at a decisive crossroads. It can become an instrument of the budding cultural revolution that takes away the bases of a way of thinking and being widely shared, typical of Western civilization; or, on the contrary, it can become a legitimate validation of an enlightened and liberal society, and become the vehicle for the formation of the individual that, in times of change, confusion and growing complexity, acts as a guide in the full exercise of their intellectual and moral autonomy.

This is precisely what is being debated by nine prestigious academics and intellectuals, coordinated by Eugenio Nasarre. And it offers solid arguments to defend it.

**G. Luri** combines the critical description of the process of deconstruction of the educational task (which has been seen in recent decades), with reflection on its consequences. **M. Herrero** justifies the need for a humanistic education in the 21st century. **C. Guaita** analyzes the keys to the teacher-student relationship from a deeply human approach. **J.A. Gómez Trinidad** reflects on the figure of the teacher as a transmitter of a necessary cultural heritage in the school environment. **A. Dosil**, from Psychology, approaches an educational itinerary for the personal development of the student. **A. Domingo** focuses his studies on learning virtues and their anthropological dimension, as essential qualities for the formation of the person. **X. Pericay** reflects on the importance of language in the educational experience and on the risks that its deterioration and distortion entails. **J. M. Martínez-Val** discusses the origin and development of scientific truth, which is the second of the basic pillars of a genuinely humanist education. Finally, **G. Robles** and **J. Moreno** analyze the opposition and complementation between humanistic education and technological revolution.

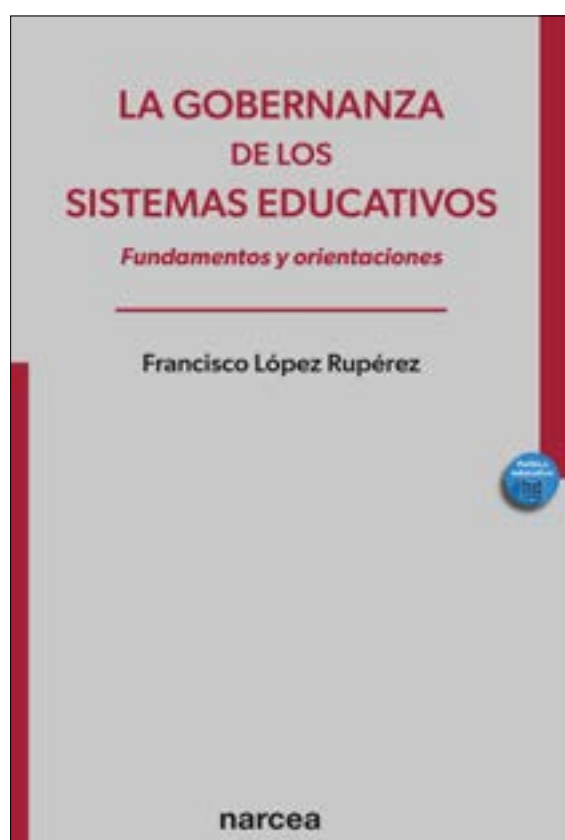
**Eugenio Nasarre Goicoechea** (Editor) has a degree in Philosophy, Law and Political Science. He has a wide experience in public administration and politics. Among other responsibilities, he has worked as Sub-secretary of the Ministry of Culture, Secretary General of Education, President of the Education Commission of the Congress of Deputies, and Deputy to the Spanish Parliament. At present he is vice-president of the European Movement in Spain and a member of the Jacques Maritain International Institute.



# The governance of educational systems

## Principles and guidelines

Francisco López Rupérez



PO2 // 2835-6 // 2021 // 220 pp.

Book  
Preview



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In these complex times, with a particularly open future, education is seen –by non- governmental organizations, large foundations, multilateral organizations and governments of countries located around the world– as a key piece of social progress and economic development. From this perspective, it is thought that, in order to achieve these goals, good government action is an essential factor; and the why, what and how of educational policies become preferential areas of reflection.

This book, whose target is training, aims to deepen into the keys to good governance of educational systems, but a:

- Describes and analyzes the context and challenges of educational systems and provides some conceptual tools to think about their complexity.
- Reflects on policies as pillars of governance, takes into consideration their metapolitical conditions, analyzes the relationship between politics and educational policies, and describes the international orientation and its projection towards the future.
- Develops the basic aspects of a rational approach to policies and their integration, and reflects on the crucial importance of policy implementation and its scientific approach.
- Addresses the broad notion of governance from a conceptual approach.
- Deepen into the description of different models for good educational governance.
- Presents an empirically based framework to guide quality governance that integrates previous models; and establishes an articulated set of characteristics for good governance of educational systems.

In short, this book provides a broad perspective to think about the educational reforms of the 21st century and provides detailed indications for the success of government actions, keeping in mind the preparation of a better future through education.

**Francisco López Rupérez** has a PhD in Physical Sciences and High School Professor. He has extensive and varied experience in the fields of educational research, practice and policy. At present he is director of the Chair of Educational Policies at Camilo José Cela University. He was awarded with the Grand Cross of the Civil order of Alfonso X.

# Educating to build more inclusive societies

## Challenges and keys for the future

Victoria Pérez De Guzman · Teresa Terrón (Eds.)



SC72 // 2854-7 // 2021 // 326 pp.

Book  
Preview



Weblink



**W**e want to move towards inclusive education, we must start from the reality of the environment, to be clear about where education is headed and to create suitable environments. This book is the result of the work of a university group that has great knowledge and extensive experience in the fields that are addressed. They face the challenge of responding to the social and educational challenge posed by society, which requires a more comprehensive and human academic preparation capable of facing an increasingly complex reality.

It allows us to understand that one of the greatest challenges for the educational system is to understand and promote inclusion policies and practices that allow all students to have the same possibility of achieving fundamental learning. Education plays a fundamental role in achieving committed citizenship. We need a social construction that generates a sustainable value that allows developing the ability to innovate and transfer knowledge, something that is needed at this time. We must work from education. If we want to build more inclusive societies, more egalitarian and more committed to diversity, in the broadest sense of the term, both globally and regionally, nationally and locally.

The ten chapters of this book guide us, from a transformative education, to face the different forms of exclusion and marginalization that exist. Inclusion and equity form the basis for achieving this. The different contributions of this book teach us, from a theoretical-practical vision, to build more inclusive societies.

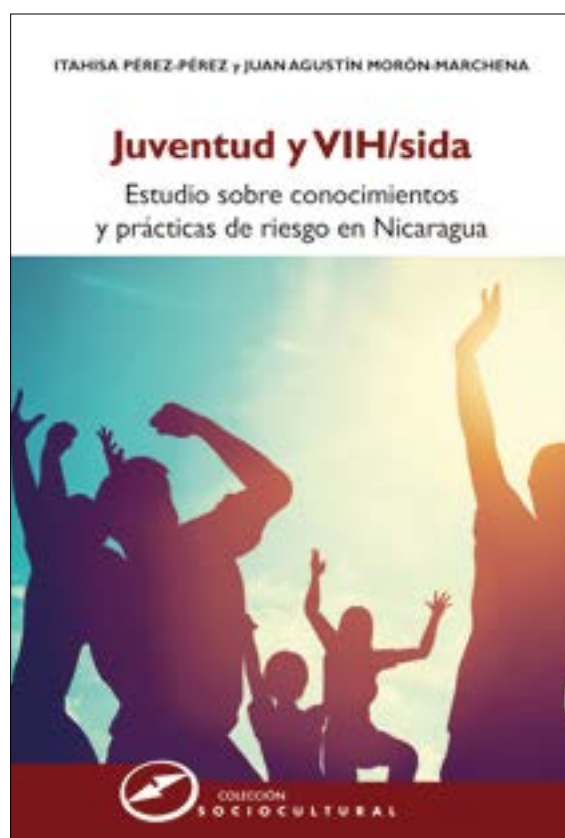
**Victoria Pérez De Guzmán.** PhD in Pedagogy. She is Permanent Teacher in the Department of Education and Social Psychology at Pablo de Olavide University (UPO). She has participated in national and international research projects. She is a member of the Socioeducational Action Research Group (GIAS). She is currently president of the Ibero-American Society of Social Pedagogy (SIPS).

**Teresa Terrón Caro** is Permanent Teacher in the Department of Education and Social Psychology of the UPO, Director of the Socio-educational Action Research Group (GIAS), Co-director of the Master's Degree in Gender and Equality, and Vice Dean of Teaching Quality and Coordination of the Faculty of Sciences Social of the UPO. She is Secretary of the Interdisciplinary Center for Feminist and Gender Studies (CINEF).

# Youth and AIDS

## Study on knowledge and risk practices in Nicaragua

Itahisa Pérez-Pérez · Juan Agustín Morón-Marchena



SC71 // 2723-6 // 2020 // 260 pp.

Book  
Preview



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Since 2007, a team of university professors has been developing research and socio-educational intervention projects, in an ongoing collaboration between the Pablo de Olavide University (Seville-Spain) and the UNAN-Managua (Nicaragua). These projects focus on the improvement of the quality of life of people and communities, based on health promotion and education. One of the main objects of the study is HIV/AIDS, approached from the community, socio-educational and preventive perspective.

An AIDS preventive education offers everyone learning opportunities to acquire and develop the knowledge, skills, values and behaviour to reduce its transmission and impact. This education also includes access to psychological care and advice, as well as treatment information.

The main purpose of this study is to obtain data of the knowledge and risk practices among students and, after their analysis and interpretation, to look for ways to improve through awareness and critical thinking of the population, and to identify the differences according to gender.

**Itahisa Pérez-Pérez** is Professor of the Area of Theory and History of Education at the University of La Laguna (Santa Cruz de Tenerife - Spain). She holds a PhD in Development & Citizenship: Human Rights, Equity, Education and Social Intervention. She is president of ANRIE Sociocultural Animation Association (ANRIE\_ASC) and CEO of educo-EMOCIÓN®. She has taken part in several national and International Development Cooperation research projects

**Juan Agustín Morón-Marchena** is Professor at Pablo de Olavide University (Seville-Spain), where he is Director of the Department of Education and Social Psychology. His prime field of research is health education, along with other topics related to social pedagogy, social education and community education. He has promoted and directed several International Development Cooperation programs with Latin American universities. He is the lead investigator of the Research Project that has given rise to this book.





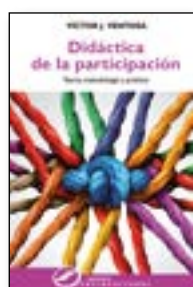
**SOCIO-EDUCATIONAL INTERVENTION WITH ADOLESCENTS IN DIFFICULT SITUATIONS**  
**Educating from the personal encounter**  
**INTERVENCIÓN SOCIOEDUCATIVA CON ADOLESCENTES EN CONFLICTO**  
**Educar desde el encuentro**  
 Rebeca Palacios García de la Rosa  
 SC70 // 2469-3 // 2018 // 224 pp.

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**EDUCATION FOR HEALTH AND PREVENTION OF PSYCHO-SOCIAL RISKS**  
**In adolescents and young people**  
**EDUCACIÓN PARA LA SALUD Y PREVENCIÓN DE RIESGOS PSICOSOCIALES**  
**En adolescentes y jóvenes**  
 J. A. Morón Marchena, I. Pérez-Pérez & E. Pedrero García (Coords.)  
 SC69 // 2221-7 // 2017 // 272 pp.

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**DIDACTICS OF PARTICIPATION**  
**DIDÁCTICA DE LA PARTICIPACIÓN**  
 Víctor J. Ventosa  
 SC67 // 2152-4 // 2016 // 160 pp.

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**RESEARCH AND INTERVENTION IN EDUCATION FOR HEALTH**  
**INVESTIGAR E INTERVENIR EN EDUCACIÓN PARA LA SALUD**  
 Juan Agustín Morón Marchena (Coord.)  
 SC64 // 2087-9 // 2015 // 204 pp.

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**RESILIENCE IN SOCIOEDUCATIVE ENVIRONMENTS**  
**LA RESILIENCIA EN ENTORNOS SOCIOEDUCATIVOS**  
 Anna Forés & Jordi Grané  
 SC62 // 1805-0 // 2 ed. 2018 // 168 pp.

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**INTERCULTURALITY, MEDIATION AND COLLABORATIVE WORK**  
**INTERCULTURALIDAD, MEDIACIÓN Y TRABAJO COLLABORATIVO**  
 Andrés Escarbajal  
 SC61 // 1720-6 // 2010 // 160 pp.

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**BEHAVIORAL DISORDERS IN YOUTH PEOPLE AND ADULTS**  
**Social competence programme**  
**JÓVENES Y ADULTOS CON PROBLEMAS DE CONDUCTA**  
**Programa de competencia social para personas difíciles**  
 Manuel Segura Morales  
 SC60 // 1545-5 // 2ª ed. 2011 // 136 pp.

**RIGHTS: AVAILABLE**



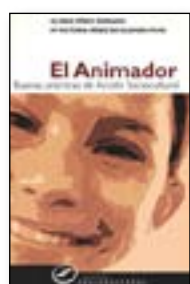
**WHAT IS SOCIOCULTURAL ANIMATION?**  
**QUÉ ES LA ANIMACIÓN SOCIOCULTURAL**  
**Epistemología y valores**  
 G. Pérez Serrano & M. V. Pérez de Guzmán  
 SC58 // 1516-5 // reimp. 2015 // 224 pp.

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**EDUCATING OUR WAY OF LOOKING**  
**Architecture for building a solidary mind**  
**EDUCAR LA MIRADA**  
**Arquitectura de una mente solidaria**  
 César García-Rincón de Castro  
 SC57 // 1509-7 // 2006 // 144 pp.

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**THE SOCIOCULTURAL WORKER**  
**Good examples of Sociocultural Practice**  
**EL ANIMADOR**  
**Buenas prácticas de Acción Sociocultural**  
 G. Pérez Serrano & M.V. Pérez de Guzmán  
 SC56 // 1511-0 // 3ª ed. 2012 // 184 pp.

**RIGHTS: AVAILABLE**



**EDUCATION FOR MIDDLE-AGED PEOPLE**  
**New routes for its practice**  
**LA EDUCACIÓN EN PERSONAS MAYORES**  
**Ensayo de nuevos caminos**  
 Jesús García Minguez  
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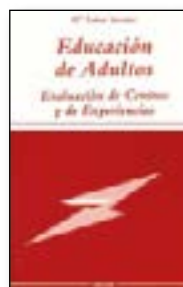
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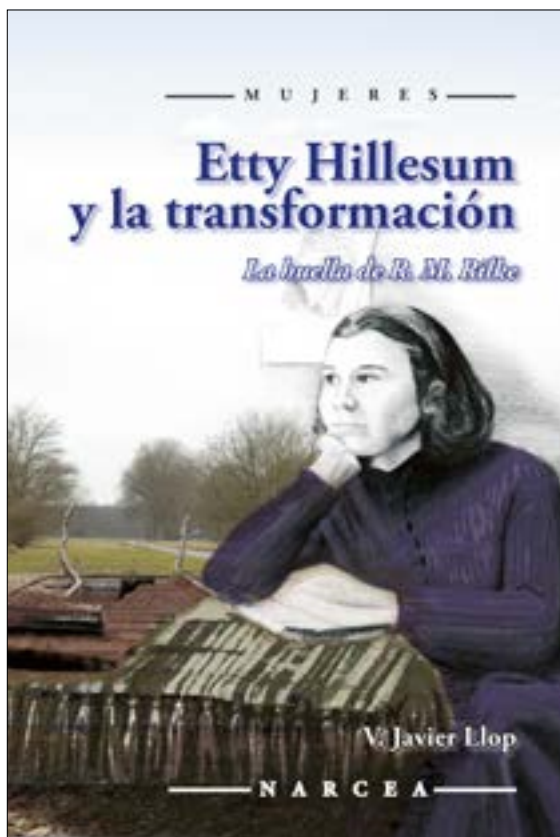
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# Etty Hillesum and the transformation

The imprint of R. M. Rilke

V. Javier Llop



MJ65 // 2822-6 // 2021 // 144 pp.

In the century of great wars and totalitarianism there were singular individuals who offered an exceptional vital testimony. This was true for Etty Hillesum.

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One of the most powerful influences on her work is the influence of the poet R. M. Rilke, who saw human –like few others in the 20th century did– finitude and death, and above all life in their radicalism and seriousness.

This book, which provides a highly accurate approach, deals with how she embraced her ideas about life, God, death, listening, loneliness..., and talks about her vocation as a writer and as a witness of her time.

At the end of the book we suggest an updated vision of her ascetic effort in times of secularization. We are confident that this study will reaffirm the human and spiritual value of this woman.

**V. Javier Llop Pérez** (Valencia, 1953) is Professor of Philosophy. He has combined teaching as a high school teacher with the publication of several articles in specialized magazines. He is also the author of numerous publications. At present he teaches courses at the University of Valencia.

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# Mujeres



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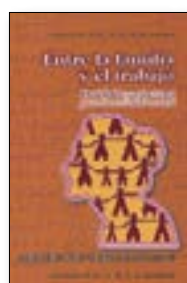
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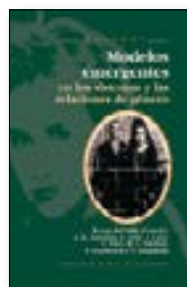
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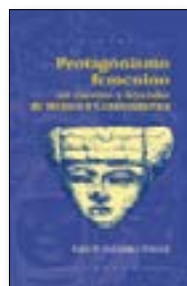
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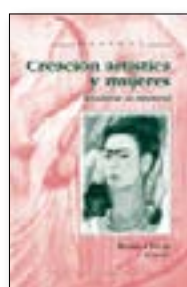
**WOMEN WORDS**  
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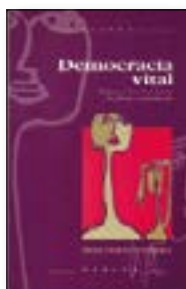
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# Mujeres



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**Women and men towards full citizenship**  
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**Its impact in gender relations**  
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**Women, literature and society in China**  
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