

# Etica Bachillerato Santillana

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how can history education equip students to understand and confront the economic crises of yesterday and tomorrow since the beginning of the 21st century the economic consequences of the debt crises of 2007 and 2008 of the covid 19 pandemic and of russia s war of aggression against ukraine have continuously challenged the livelihood of many families in europe and around the world understanding economic crises from a historical perspective enables students to better respond to present and future

experiences of such crises the mission of the observatory on history teaching in europe ohte is to provide a clear picture of the state of history teaching in its member states this is done through ohte general reports on the state of history teaching in europe and ohte thematic reports which explore particular areas of interest and how they are treated in history lessons the second thematic report of the ohte investigates the extent and the ways in which learners are being prepared to understand and cope with such crises through history education in the public schooling systems of ohte s 17 member states it combines curriculum and textbook analysis with an explorative study of teachers experiences and summarises its most significant conclusions into 10 key findings listed in the introductory chapter

during an armed conflict or period of gross human rights violations the first priority is a cessation of violence for the cease fire to be more than a lull in hostilities and atrocities however it must be accompanied by a plan for political transition and social reconstruction essential to this long term reconciliation process is education reform that teaches future generations information repressed under dictatorial regimes and offers new representations of former enemies in teaching the violent past cole has gathered nine case studies exploring the use of history education to promote tolerance inclusiveness and critical thinking in nations around the world online book companion is available at [cceia.org/resources/for-educators-and-students-teaching-the-violent-past/index.html](http://cceia.org/resources/for-educators-and-students-teaching-the-violent-past/index.html)

el període més conflictiu i dramàtic de la història espanyola del segle xx és sens dubte el de la guerra civil i el de la dictadura franquista pel que es converteix en un dels temes més delicats a l'hora de tractar-lo en els manuals d'història en aquest estudi s'analitza la forma en que els manuals d'història en el franquisme en la transició democràtica i en la més recent actualitat han tractat i tracten el període comprès entre 1931 i 1975 la investigació analitza la forma i el grau que els programes i manuals escolars d'història d'educació secundària han contribuït a l'enfortiment de les conviccions democràtiques dels joves i a la generació d'una reconciliació viable amb el complex i dramàtic passat espanyol respecte dels seus moments més difícils i controvertits la guerra civil i el període franquista

guía y modelo para la elaboración de una programación didáctica orientada a las pruebas de acceso al cuerpo de enseñanzas medias especialidad matemáticas y nivel académico 1º bachillerato de ciencias

en el seno del departamento de historia de la educación y educación comparada de la uned se lleva a cabo desde 1992 una amplia investigación sobre los manuales escolares de los siglos xix y xx proyecto manes proyecto de carácter interdisciplinar e interuniversitario en el que colaboran investigadores de diversas universidades e

instituciones españolas europeas y latinoamericanas en la actualidad este grupo de investigación está integrado en el centro de investigación manes fruto del trabajo de todos estos años son los diversos títulos que han visto la luz en esta colección la obra enseñar historia al margen de los cuerpos el cuerpo y sus metáforas en la historiografía escolar española desde el siglo xix a la actualidad se pregunta por las razones de la débil presencia que ha tenido y tiene el cuerpo en la enseñanza de la historia en España a pesar de que el cuerpo es lo que permite al ser humano relacionarse con el mundo construir la civilización y que la piel es el lugar más indicado para leer las huellas casi siempre dolorosas de la historia esta pregunta halla una doble respuesta argumentos antiguos como el desprecio de la mentalidad católica por el cuerpo imperante durante decenios en el sistema educativo o el tradicional protagonismo de las grandes metáforas que aniquilan los cuerpos reales el cuerpo místico de Cristo la Iglesia que favorece el olvido de las víctimas de la intransigencia religiosa el cuerpo social en cuyo nombre se olvidan los cuerpos que trabajan el cuerpo nacional que siempre procura el olvido de los muertos en su nombre y argumentos nuevos el pudor moderno que tiende a esconder y escamotear los cuerpos o el pensamiento técnico que tiende a justificar la explotación de los cuerpos en nombre del progreso la conclusión es obvia sólo confirmando al cuerpo la dignidad que merece es posible humanizar la historia

a lo largo de la historia se han ido consolidando una serie de ideas enfoques imágenes y costumbres que han contribuido sin duda a crear o consolidar un imaginario social y colectivo en torno a la muerte a educar en fin de una forma u otra en lo que la muerte representa y supone para las personas a pesar de la innegable certeza de que la muerte forma parte de la propia vida la aceptación de aquella como algo connatural se convierte en una cuestión de enorme complejidad especialmente en el mundo contemporáneo a partir de estas consideraciones generales nace el proyecto de elaborar el presente libro que lleva por título *mors certa hora incerta* tradiciones representaciones y educación ante la muerte los once estudios que componen la obra colectiva que aquí se presenta y que han sido redactados por profesionales de diversas procedencias Brasil España Italia y Portugal constituyen un honesto esfuerzo encaminado a ampliar una línea de investigación poco cultivada hasta el momento la reflexión en torno a la muerte desde la perspectiva de su imbricación con tradiciones ritos y costumbres históricas de su representación en la literatura textos y materiales escolares y en definitiva de todo el proceso inherente a la construcción deconstrucción del tabú de la muerte el lector tiene pues a su disposición una original aportación a partir de la cual se espera poder abrir nuevas vías de investigación desde un enfoque de estudio histórico filosófico y o educativo y que tengan en la muerte su leitmotiv entendida siempre como algo consustancial al ser humano

este libro estudia la potencialidad de los mitos que discurren en los manuales escolares de historia del periodo 1936 1975 y su incidencia en la legitimación del orden social la presencia constante de ciertas identidades españa hispanidad occidente europa y las relaciones del régimen de franco con la iglesia en esta legitimación global convergen las ideologías particulares que sustentaron este régimen falangismo carlismo militarismo pensamiento eclesial monarquismo tecnocracia

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