Material Copiable 2014 Santillana Educacion S L

This book gathers a set of works highlighting significant advances in the areas of music and sound. They report on innovative music technologies, acoustics, findings in musicology, new perspectives and techniques for composition, sound design and sound synthesis, and methods for music education and therapy. Further, they cover interesting topics at the intersection between music and computing, design and social sciences. Chapters are based on extended and revised versions of the best papers presented during the 6th and 7th editions of EIMAD– Meeting of Research in Music, Arts and Design, held in 2020 and 2021, respectively, at the School of Applied Arts in Castelo Branco, Portugal. All in all, this book provides music researchers, educators and professionals with authoritative information about new trends and techniques, and a source of inspiration for future research, practical developments, and for establishing collaboration between experts from different fields.

This book sheds new light on language and literature teaching, and offers examples of teaching language in virtual environments. Providing an overview of virtual environments for teaching, it also includes chapters devoted to methodology design for second language teaching in these environments. Further it describes tools for second/foreign language teaching and proposals for specific second language teaching in virtual environments. Lastly, it presents experiments on literature teaching in virtual environments and discusses the future of technology in education. With interdisciplinary appeal, the book is a particularly valuable resource for scholars with an interest in technology, language teaching and literature teaching.

Urges governments to expand quality education for all, increase community access to information and communication technology, and improve cross-border scientific knowledge-sharing, in an effort to narrow the digital and "knowledge" divides between the North and South and move towards a "smart" form of sustainable human development.

Jake McGowan-Lowe is a boy with a very unusual hobby. Since the age of 7, he has been photographing and blogging about his incredible finds and now has a worldwide following, including 100,000 visitors from the US and Canada. Follow Jake as he explores the animal world through this new 64-page book. He takes you on a world wide journey of his own collection, and introduces you to other amazing animals from the four corners of the globe. Find out what a cow's tooth, a rabbit's rib and a duck's quack look like and much, much more besides.

Practice in Second Language Learning

The Great American Biotic Interchange

The Cambridge Handbook of Spanish Linguistics

Lessons from Latin America

Mathematics Teacher Education in the Andean Region and Paraguay

Teaching Language and Teaching Literature in Virtual Environments

Unique in that it collects, presents, and synthesizes cutting edge research on different aspects of statistical reasoning and applies this research to the teaching of statistics to students at all educational levels, this volume will prove of great value to mathematics and statistics education researchers, statistics educators, statisticians, cognitive psychologists, mathematics teachers, mathematics and statistics curriculum developers, and quantitative literacy experts in education and government.

Uses the information gathered by the Third International Mathematics and Science Study (TIMSS) in 1995 to examine the connection between curriculum and achievement in the teaching of science and mathematics.

This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation. Authors' voices come from a variety of contexts – some historical, some contemporary, some providing analyses over time. But they all consider the changing portrayal of diversity, belonging and exclusion in multiethnic and diverse societies when silenced, invisible, marginalized members have struggled to make their voices heard and to have their identities incorporated into the national narrative. The authors discuss portrayals of past exclusions around religion, ethnicity, sexual orientation, as they look at the shifting boundaries of insider and outsider. This book is thus about "who we are" not only demographically, but also in terms of the past, especially how and whether we teach discredited pasts through textbooks. The concluding chapters provides ways forward in thinking about what can be done to promote curricula that are more inclusive, critical and positively bonding, in increasingly larger and more inclusive contexts.

This volume represents the culmination of an extensive research project that studied the development of linguistic form/function relations in narrative discourse. It is unique in the extent of data which it analyzes--more than 250 texts from children and adults speaking five different languages--and in its crosslinguistic, typological focus. It is the first book to address the issue of how the structural properties and rhetorical preferences of different native languages--English, German, Spanish, Hebrew, and Turkish--impinge on narrative abilities across different phases of development. The work of Berman and Slobin and their colleagues provides insight into the interplay between shared, possibly universal, patterns in the developing ability to create well-constructed, globally organized narratives among preschoolers from three years of age compared with school children and adults, contrasted against the impact of typological and rhetorical features of particular native languages on how speakers express these abilities in the process of "relating events in narrative." This volume also makes a special contribution to the field of language acquisition and development by providing detailed analyses of how linguistic forms come to be used in the service of narrative functions, such as the expression of temporal relations of simultaneity and retrospection, perspective-taking on events, and textual connectivity. To present this information, the authors prepared in-depth analyses of a wide range of linguistic systems, including tense-aspect marking, passive and middle voice, locative and directional predications, connectivity markers, null subjects, and relative clause constructions. In contrast to most work in the field of language acquisition, this book focuses on developments in the use of these early forms in extended discourse--beyond the initial phase of early language development. The book offers a pioneering approach to the interactions between form and function in the development and use of language, from a typological linguistic perspective. The study is based on a large crosslinguistic corpus of narratives, elicited from preschool, school-age, and adult subjects. All of the narratives were elicited by the same picture storybook, Frog, Where Are You?, by Mercer Mayer. (An appendix lists related studies using the same storybook in 50 languages.) The findings illuminate both universal and language-specific patterns of development, providing new insights into questions of language and thought.

Jake's Bones

Contributions of Research in Education

The Education System in Mexico

Incentives to Improve Teaching

Easy Spanish Reader, Premium Fourth Edition

This book examines the shifting portrayal of the nation in school textbooks in 14 countries during periods of rapid political, social, and economic change. Drawing on a range of analytic strategies, the authors examine history and civics textbooks, and the teaching of such texts, along with other prominent curricular materials--children's readers, a required text penned by the head of state, a holocaust curriculum, etc. The authors analyze the uses of history and pedagogy in building, reinforcing and/or redefining the nation and state especially in the light of challenges to its legitimacy. The primary focus is on countries in developing or transitional contexts. Issues include the teaching of democratic civics in a multiethnic state with little history of democratic governance; shifts in teaching about the Khmer Rouge in post-conflict Cambodia; children's readers used to define national space in former republics of the Soviet Union; the development of Holocaust education in a context where citizens were both victims and perpetuators of violence; the creation of a national past in Turkmenistan; and so forth. The case studies are supplemented by commentary, an introduction and conclusion.

This report analyses all aspects of cultural diversity, which has emerged as a key concern of the international community in recent decades, and maps out new approaches to monitoring and shaping the changes that are taking place. It highlights, in particular, the interrelated challenges of cultural diversity and intercultural dialogue and the way in which strong homogenizing forces are matched by persistent diversifying trends. The report proposes a series of ten policy-oriented recommendations, to the attention of States, intergovernmental and non-governmental organizations, international and regional bodies, national institutions and the private sector on how to invest in cultural diversity. Emphasizing the importance of cultural diversity in different areas (languages, education, communication and new media development, and creativity and the marketplace) based on data and examples collected from around the world, the report is also intended for the general public. It proposes a coherent vision of cultural diversity and clarifies how, far from being a threat, it can become beneficial to the action of the international community.

The author, a modern Catholic writer-philosopher, sets forth his views on Christian education.

Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses--pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

Poptropica English Islands Level 1 Activity Book

Redefining National Boundaries

Intergenerational Trauma and Healing

A View from Abroad

A Cross-National Comparison of Curriculum and Learning

A Crosslinguistic Developmental Study

This book presents the proceedings of International Conference on Knowledge Society: Technology, Sustainability and Educational Innovation (TSIE 2019). The conference, which was held at UTN in Ibarra, Ecuador, on 3– 5 July 2019, allowed participants and speakers to share their research and findings on emerging and innovative global issues. The conference was organized in collaboration with a number of research groups: Group for the Scientific Research Network (e-CIER); Research Group in Educational Innovation and Technology, University of Salamanca, Spain (GITE-USAL); International Research Group for Heritage and Sustainability (GIIPS), and the Social Science Research Group (GICS). In addition, it had the endorsement of the RedCLARA, e-science, Fidal Foundation, Red CEDIA, IEEE, Microsoft, Business IT, Adobe, and Argo Systems. The term " knowledge society" can be understood as the management, understanding and co-creation of knowledge oriented toward the sustainable development and positive transformation of society. In this context and on the occasion of the XXXIII anniversary of the Universidad Técnica del Norte (UTN), the Postgraduate Institute through its Master of Technology and Educational Innovation held the I International Congress on Knowledge Society: Technology, Sustainability and Educational Innovation – TSIE 2019, which brought together educators, researchers, academics, students, managers and professionals, from both the public and private sectors to share knowledge and technological developments. The book covers the following topics: 1. curriculum, technology and educational innovation; 2. media and education; 3. applied computing; 4. educational robotics. 5. technology, culture, heritage, and tourism development perspectives; and 6. biodiversity and sustainability.

Welcome to Poptropica English Islands, a six level primary English series that engages young learners like never before. The unique combination of beautiful in-class materials and fun-filled online activities, songs and games, creates a world of excitement and adventure that children won't want to leave.

The volume addresses the study of political violence from a humanistic and democratic perspective. The chapters utilize the lens of gender, examine myths and otherness, reflect on structural hunger and fear, and narrate testimonials of exile through and in Spain. The methodologies employed are grounded in hermeneutics and discourse analysis.

War has come to Asmir's home in Sarajevo. He is torn from his father, his home and everything he has known. He becomes a refugee. This is a story of courage you will never forget.

A Comparative Analysis of Issues and Challenges

New Pedagogical Challenges in the 21st Century

Towards Knowledge Societies

Technology, Sustainability and Educational Innovation (TSIE)

Handbook of Research on Science Education

Integrating Engineering Education and Humanities for Global Intercultural Perspectives

This Open Access book is an excellent synthesis of the initial and continuing preparation for Mathematics Teaching in Bolivia, Ecuador, Paraguay and Peru, from which comparative analyses can be made that show similarities and differences, and highlight various perspectives. In February 2016, the 5th Capacity and Networking Project (CANP) workshop of the International Commission on Mathematical Instruction (ICMI) was held in Lima, Peru. The coordination of this two-week workshop was undertaken by an international scientific committee (IPC), with equal participation by mathematicians and mathematics educators from the region and from the international ICMI and IMU community. The goal of CANP5 was to improve the quality of mathematics education in the region, which led to the main theme of the scientific program "Initial and Continued Teacher Education". Country Reports on the main theme of teacher education systems for each country in this region were presented and discussed to detect common issues that might be improved through a collaborative network. One of the most important results of this event was the creation of a Mathematics Education Network, namely the Comunidad de Educación Matemática de America del Sur – CEMAS. This book brings to the international Educational Community an important collection of experiences and ideas in the Mathematics Education of four Latin-American countries in the developing Andean region and Paraguay. The dissemination of these results can promote the search for international collaborative actions in a wider scale.

This volume examines the present status and future trends of textbook studies. Cutting-edge essays by leading experts and emerging scholars explore the field's theories, methodologies, and topics with the goal of generating debate and providing new perspectives. The Georg Eckert Institute's unique transdisciplinary focus on international textbook research has shaped this handbook, which explores the history of the discipline, the production processes and contexts that influence textbooks, the concepts they incorporate, how this medium itself is received and future trends. The book maps and discusses approaches based in cultural studies as well as in the social and educational sciences in addition to contemporary methodologies used in the field. The book aims to become the central interdisciplinary reference for textbook researchers, students, and educational practitioners. Sixteenth-century humanist Juan Luis Vives sought to find ways to alleviate the sufferings of the poor of Bruges, dealing with problems and presenting solutions that sound remarkably familiar to twentieth-century urban ears.

This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education, drawing attention to all those excluded from education, because of background or ability. The report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

Perspectives on Music, Sound and Musicology

Improving Education for Multilingual and English Learner Students

Six Thinking Hats

Global Education Monitoring Report 2020

Why Schools Matter

International Perspectives on Textbooks and Memory Practices

In lucid and jargon-free prose, the text explains and illustrates educational psychology's practical relevance for teachers and learners. The new edition continues to emphasize the applications of research on child development, on learning and cognition, on motivation, and on instruction and assessment. At the same time the text has long been counted on for its state of the art presentation of the field of educational psychology, and this edition continues that tradition with new and expanded coverage of import topics like the brain and neuroscience, the impact of technology on the lives and learning of students, and student diversity. From reviews of the book: "I polled my students . . . and the vast majority actually liked the textbook (which is rare). They find it easy to read, interesting and engaging. . . . This textbook's major strengths are its cognitive perspective, its readability, and the fact that it puts into practice some of the information-processing strategies that it teaches as effective ways to process information. . . ." -Elizabeth Pemberton, University of Delaware "[T]he text is written in a . . . conversational style that invites students to actively explore complex questions about teaching and learning. It is well-organized, supported with visual aids, and various learning tools, such as guidelines, reflection activities, and cases presenting opposing viewpoints. Most importantly, the text is informed and well supported by contemporary scholarship in the field of educational psychology." -Alina Reznitskaya, Montclair State University Video-Enhanced Pearson eText. Included in this package is access to the new Video-Enhanced eText for Educational Psychology: Active Learning Edition exclusively from Pearson. The Video-Enhanced Pearson eText is: Engaging. Full-color online chapters include dynamic videos that show what course concepts look like in real classrooms, model good teaching practice, and expand upon chapter concepts. Over 51 video links, chosen by our authors and other subject-matter experts, are embedded right in context of the content you are reading Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets.* Interactive. Features include embedded video, note taking and sharing, highlighting and search. Affordable. Experience all these advantages of the Video-Enhanced eText along with all the benefits of print for 40% to 50% less than a print bound book. *The Pearson eText App is available for free on Google Play and in the App Store.* Requires Android OS 3.1 - 4, a 7" or 10" tablet or iPad iOS 5.0 or newer

This Special Issue of Genealogy explores the topic of "Intergenerational Trauma and Healing". Authors examine the ways in which traumas (individual or group, and affecting humans and non-humans) that occurred in past generations reverberate into the present and how individuals, communities, and nations respond to and address those traumas. Authors also explore contemporary traumas, how they reflect ancestral traumas, and how they are being addressed through drawing on both contemporary and ancestral healing approaches. The articles define trauma broadly, including removal from homelands, exodus, genocide, sexual or gendered violence, institutionalized and direct racism, incarceration, and exploitation, and across a wide range of spatial (home to nation) and temporal (intergenerational/ancestral and contemporary) scales. Articles also approach healing in an expansive mode, including specific individual healing practices, community-based initiatives, class-action lawsuits, group-wide reparations, health interventions, cultural approaches, and transformative legal or policy decisions. Contributing scholars for this issue are from across disciplines (including ethnic studies, genetics, political science, law, environmental policy, public health, humanities, etc.). They consider trauma and its ramifications alongside diverse mechanisms of healing and/or rearticulating self, community, and nation.

Five Implications for Research -- Conclusion -- References -- Index

Latin America faces tremendous challenges, particularly those of development, poverty, and inequality. Education is widely recognized as one of the most critical means of defeating these challenges. Democratizing education, by improving both its coverage and quality, is critical to overcoming the social and economic inequality that plagues Latin America. Ensuring that all children have the opportunity to learn critical skills at both primary and secondary level is paramount to overcoming skill barriers that perpetuate underdevelopment and poverty. A growing body of evidence supports the intuitive notion that teaching plays a key role in what, how, and how much students learn. Attracting qualified individuals into the teaching profession, retaining these qualified teachers, providing them with the necessary skills and knowledge, and motivating them to work hard and do the best job they can is arguably the key education challenge. 'Incentives to Improve Teaching' focuses on education reforms that alter teacher incentives and the impact their on teaching quality and student learning. The reforms explored in this volume represent efforts by several countries in the region to increase teacher accountability and introduce incentives to motivate teachers to raise student learning.

Spanish Books in the Europe of the Enlightenment (Paris and London)

A South American Perspective

Relating Events in Narrative

(Re)Constructing Memory: School Textbooks and the Imagination of the Nation

(Re)Constructing Memory: Textbooks, Identity, Nation, and State

No Gun for Asmir

The societies of the twenty-first century are subject to social, cultural, political, and economic changes. In this context, the school is asked to educate the future citizens in the present. To respond to this kaleidoscopic reality, the school is immersed in a pedagogical revolution. In this book, the reader will find a selection of avant-garde research works from different disciplines and contexts, which have their epicenter in the school and in the faculties of education. New issues in pedagogy and education, and new roles of teachers and students, are discussed in a global and diverse context. And new methodological and formative proposals are also proposed to build the ideal school and the ideal teacher, from the initial and continuous teacher training.

The classic work about meetings and decision-making. Meetings are a crucial part of all our lives, but too often they go nowhere and waste valuable time. In Six Thinking Hats, Edward de Bono shows how meetings can be transformed to produce quick, decisive results every time. The Six Hats method is a devastatingly simple technique based on the brain's different modes of thinking. The intelligence, experience and information of everyone is harnessed to reach the right conclusions quickly. These principles have been adopted by businesses and governments around the world, ending conflict and confusion in favour of harmony and productivity. The Six Hats strategy will fundamentally change the way you work and interact. 'An inspiring man with brilliant ideas. De Bono never ceases to amaze me with his clarity of thought.' Sir Richard Branson

Start Reading in Spanish Immediately and Build Your Language Skills in No Time! Whether you're a brand-new beginner or an advanced-beginning learner, the new editions of these popular titles enable you to dive into the language with engaging readings that progress in difficulty to match your growing reading skills. This process will allow you to rapidly build comprehension and confidence as you enjoy the stories and complete the post-reading exercises. EASY SPANISH READER is divided into three parts: Part I describes the adventures of two high-school seniors involved in their Spanish club. As you read about their experiences, you'll discover the nuances of language and culture right along with the students. Part II describes episodes in the colorful history of Mexico, from the Conquistadors to the present, including vivid depictions of Cortés's encounters with the Aztecs. Part III is comprised of an abridged adaptation of the classic story "Lazarillo de Tormes", which allows you to practice your grammar and vocabulary skills on a great work of Spanish literature. The bonus app that accompanies this book provides: FLASHCARDS to aid memorization of all vocabulary terms AUDIO recordings of numerous reading passages RECORD-YOURSELF feature to improve your pronunciation AUTO-FILL GLOSSARY for quick reference

The book analyzes the place of religious difference in late modernity through a study of the role played by Jews and Muslims in the construction of contemporary Spanish national identity. The focus is on the transition from an exclusive, homogeneous sense of collective Self toward a more pluralistic, open and tolerant one in an European context. This process is approached from different dimensions. At the national level, it follows the changes in nationalist historiography, the education system and the public debates on national identity. At the international level, it tackles the problem from the perspective of Spanish foreign policy towards Israel and the Arab-Muslim states in a changing global context. From the social-communicational point of view, the emphasis is on the construction of the Self–Other dichotomy (with Jewish and Muslim others) as reflected in the three leading Spanish newspapers.

The Challenge of Developing Statistical Literacy, Reasoning and Thinking

Inclusion and Education - All Means All

The Palgrave Handbook of Textbook Studies

Educational Psychology

Youth: Realities and Challenges for Achieving Development with Equality

Research to Practice

In Spanish Books in the Europe of the Enlightenment (Paris and London) Nicolás Bas recreates, using a bibliographical approach, the manner in which Spain was regarded in Europe in the eighteenth century, by consulting booksellers' catalogues, private book collections and key auctions in Paris and London.

This hugely successful beginner's course offers modern, engaging Modern Standard Arabic lessons through lively dialogues, varied exercises and fascinating cultural insights. This is the only user-friendly, accessible beginner level course on the market accompanied by audio CDs with native Arabic speakers. It suits an incredibly diverse learner base - self-study, through community college and school, to university primer/first year course. Students can continue their learning with a workbook "Mastering Arabic 1 Activity Book" and the new second level course "Mastering Arabic 2 with 2 Audio CDs".

A state-of-the-art, in-depth survey of the topics, approaches and theories in Spanish linguistics today. The language is researched from a number of different perspectives. This Handbook surveys the major advances and findings, with a special focus on recent accomplishments in the field. It provides an accurate and complete overview of research, as well as facilitating future directions. It encourages the reader to make connections between chapters and units, and promotes cross-theoretical dialogue. The contributions are by a wide range of specialists, writing on topics including corpus linguistics, phonology and phonetics, morphosyntax, pragmatics, the role of the speaker and speech context, language acquisition and grammaticalization. This is a must-have volume for researchers looking to contextualize their own research and for students seeking a one-stop resource on Spanish linguistics.

This book presents papers from the International Conference on Integrating Engineering Education and Humanities for Global Intercultural Perspectives (IEEHGIP 2020), held on 25–27 March 2020. The conference brought together researchers and practitioners from various disciplines within engineering and humanities to offer a range of perspectives. Focusing on, but not limited to, Content and Language Integrated Learning (CLIL) in Russian education the book will appeal to a wide academic audience seeking ways to initiate positive changes in education.

Memory and Cultural History of the Spanish Civil War

The Archaeology of the Iberian Peninsula

Education at the Crossroads

From the Paleolithic to the Bronze Age

Jews and Muslims in Contemporary Spain

Research, Education and Practice

Over the last three decades, a significant amount of research has sought to relate educational institutions, policies, practices and reforms to social structures and agencies. A number of models have been developed that have become the basis for attempting to understand the complex relation between education and society. At the same time, national and international bodies tasked with improving educational performances seem to be writing in a void, in that there is no rigorous theory guiding their work, and their documents exhibit few references to groups, institutions and forces that can impede or promote their programmes and projects. As a result, the recommendations these bodies provide to their clients display little to no comprehension of how and under what conditions the recommendations can be put into effect. The Education System in Mexico directly addresses this problem. By combining abstract insights with the practicalities of educational reforms, policies, practices and their social antecedents, it offers a long overdue reflection of the history, effects and significance of the Mexican educational system, as well as presenting a more cogent understanding of the relationship between educational institutions and social forces in Mexico and around the world.

This book is open access under a CC BY 4.0 license. This book explores how the socially disputed period of the Cold War is remembered in today's history classroom. Applying a diverse set of methodological strategies, the authors map the dividing lines in and between memory cultures across the globe, paying special attention to the impact the crisis-driven age of our present has on images of the past. Authors analysing educational media point to ambivalence, vagueness and contradictions in textbook narratives understood to be echoes of societal and academic controversies. Others focus on teachers and the history classroom, showing how unresolved political issues create tensions in history education. They render visible how teachers struggle to handle these challenges by pretending that what they do is 'just history'. The contributions to this book unveil how teachers, backgrounding the political inherent in all memory practices, often nourish the illusion that the history in which they are engaged is all about addressing the past with a reflexive and disciplined approach.

One of the only guides to the prehistoric archaeology of the Iberian Peninsula that engages with key anthropological and archaeological debates.

South American ecosystems suffered one of the greatest biogeographical events, after the establishment of the Panamian land bridge, called the "Great American Biotic Interchange" (GABI). This refers to the exchange, in several phases, of land mammals between the Americas; this event started during the late Miocene with the appearance of the Holartic Procyonidae (Huayquerian Age) in South America and continues today. The major phases of mammalian dispersal occurred from the Latest Pliocene (Marplatan Age) to the Late Pleistocene (Lujanian Age). The most important and richest localities of Late Miocene-Holocene fossil vertebrates of South America are those of the Pampean region of Argentina. There are also several Late Miocene and Pliocene localities in western Argentina and Bolivia. Other important fossils have been collected in localities of Pleistocene age outside Argentina: Tarija (Bolivia), karstic caves of Lagoa Santa and the recently explored caves of Tocantins (Brasil), Talara (Perú), La Carolina (Ecuador), Muaco (Venezuela), and Cueva del Milodon (Chile), among others. The book discusses basic information for interpreting the GABI such as taxonomic composition (incorporating the latest revisions) at classical and new localities for each stage addressing climate, environments, and time boundaries for each stage. It includes the chronology and dynamics of the GABI, the integration of South American mammalian faunas through time, the Quaternary mammalian extinctions and the composition of recent mammalian fauna of the continent.

Proyecto Saber Hacer, matemáticas, 1 Educación Primaria. 1 trimestre. Cuaderno

On Assistance to the Poor

Realms of Oblivion

Proceedings of the Conference "Integrating Engineering Education and Humanities for Global Intercultural Perspectives", 25-27 March 2020, St. Petersburg, Russia

Investing in Cultural Diversity and Intercultural Dialogue

The Cold War in the Classroom