

NEUROCIENCIA Y NEURODIVERSIDAD

JOSE ANTONIO MARINA

La neurociencia y la educación deberían establecer entre sí una colaboración más estrecha. Las iniciativas que ya se han llevado a cabo en este sentido son importantes, pero insuficientes. La escuela no sólo debería aprovechar los descubrimientos producidos en el ámbito de la neurociencia, sino también debería demandar a los neurocientíficos la aclaración de ciertos temas de interés educativo. Dicho de otro modo, la educación habría de establecer parte de la agenda de la neurociencia educativa. La neurociencia debería conseguir a este respecto cuatro objetivos: (1) ayudar a los profesores a entender el proceso educativo; (2) ayudarles a resolver trastornos del aprendizaje de origen neurológico; (3) ayudarles a mejorar los procesos de aprendizaje y a incrementar las posibilidades de la inteligencia humana, sugiriendo nuevos métodos y validando los elaborados por la pedagogía, y (4) ayudar a establecer sistemas eficientes de interacción entre cerebro humano y tecnología.

Las ciencias son servidoras de la educación. ¿Por qué? Porque la educación es el mecanismo de desarrollo y progreso de la especie humana. La ciencia se ocupa de lo que hay, la historia de lo que ha habido; la Nueva Ciencia de la Educación, de lo que sería bueno que hubiese y de cómo fomentar las competencias personales para conseguirlo. Es, pues, una ciencia que aprovecha los conocimientos existentes para proponer objetivos educativos rigurosamente fundamentados y para elaborar los planes de entrenamiento necesarios para alcanzarlos. Es esa Nueva Ciencia de la Educación quien debe fijar la agenda de la neurociencia educativa (Geake, 2011).

Mi propuesta es que debe cumplir cuatro objetivos:

1. Ayudarnos a comprender el proceso educativo;
2. Ayudarnos a resolver los trastornos de aprendizaje de origen neurológico;

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José Antonio Marina



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Neurociencia y Educación Marina, José Antonio , **Participación educativa. Revista del Consejo Escolar del Estado. Segunda época. Vol. 4 / Nº 7 / 2015. Las relaciones entre familia y escuela ,** Participación educativa. Revista del Consejo Escolar del Estado. Segunda época. Vol. 1 / Nº 1 / 2012. La investigación sobre el cerebro y la mejora de la educación , *Diálogo entre neurociencia y educación* Fuster, Joaquín, Marina, José Antonio , **La 'cuestión docente' a debate** Javier M. Valle López, Jesús Manso Ayuso, 2016-07-14 Est de verdad la educaci n preparando adecuadamente a los j venes para vivir en ese mundo nuevo y cambiante Parece evidente que es necesaria una nueva educaci n Y en ella numerosos informes internacionales han se alado que la pieza esencial son los profesores S lo los mejores profesores har n posible una mejor educaci n Un nutrido grupo de expertos profesionales reflexionan en las p ginas de este libro sobre las diferentes perspectivas que ata en a los docentes de hoy Sus enfoques actuales incisivos y complementarios se integran bajo la visi n integradora y hol stica de los directores de la obra que considera todos ellos como las caras de un complejo poliedro que han convenido en denominar la cuesti n docente y cuya aprehensi n completa afirman solo podr alcanzarse desde un marco de aprendizaje permanente En este marco hay que dar una respuesta integrada a muchas preguntas C mo son los docentes de hoy Cu les son sus roles en la llamada sociedad del conocimiento C mo hay que formarlos para que puedan asumir esos roles adecuadamente Tiene que haber un MIR para profesores Cu l es realmente su status y reconocimiento social C mo hay que organizar su desarrollo profesional Tal vez el lector no encuentre aqu respuesta a todos esos interrogantes pero s muchas pistas para reflexionar sobre ellos y para seguir formul ndose nuevas preguntas *Condición humana y ecología integral* Agustín Domingo Moratalla, 2018-02-23 Este libro recoge un conjunto de investigaciones cuyo germen se encuentra en un curso de verano de la Universidad Internacional Men ndez y Pelayo UIMP que se celebr la ltima semana de julio de 2015 y que llevaba por t tulo El desaf o humanista de la actividad pol tica Jacques Maritain el humanismo integral y la UIMP Hoy en el siglo xxi el debate filos fico no se plantea nicamente sobre el tipo de humanismo que una determinada tradici n filos fica propone sino sobre la forma de modular configurar o instalar lo humano entre la naturaleza y la historia El mismo hilo conductor que animaba el humanismo integral emerge ahora a principios del siglo xxi para configurar una nueva ciudadan a global donde las ticas de la justicia y las ticas del cuidado tienen que ser reconstruidas en un tiempo nuevo que puede ser denominado como edad ecol gica de la moral **Inteligencias múltiples** Begoña Ibarrola, Txaro Etxeberria Zubeldia, 2018-02-07 Cuando desarroll la teor a de las inteligencias m ltiples hace treinta y cinco a os no anticip que ocupar a un lugar en la literatura psicol gica sobre la inteligencia Ni siquiera imagin que demostrar a ser interesante y til para los educadores de muchos lugares del mundo Estoy agradecido a Bego a Ibarrola y Txaro Etxeberria por tomar mis ideas en serio situ ndolas en el contexto de otras investigaciones de la inteligencia y describiendo muchas maneras en las que estas ideas pueden ser tiles para los ni os en toda clase de escenarios educativos Howard Gardner *Despertad al diplodocus*

José Antonio Marina, 2015-10-27 Aprender es el recurso de la inteligencia para adaptarse al entorno y progresar. Cuando el entorno era estable la formación se adquiría en poco tiempo y servía para toda la vida. Las cosas han cambiado. Vivimos en un mundo cada vez más acelerado que nos enfrenta a una alternativa ineludible: aprender o quedar marginado. Por ello las naciones avanzadas se definen como sociedades que aprenden. España que perdió el tren de la Ilustración y el tren de la Industrialización no puede perder el del Conocimiento. Como podemos conseguirlo. El cambio ha de comenzar en la escuela, pero en una escuela expandida, abierta, real y virtual, consciente de su protagonismo y de lo que exige. Nuestro sistema educativo es enorme y bello como un diptero, pero parece dormido. Y una parte de la sociedad en lo que se refiere a la educación también. Podremos despertarlos. La respuesta es Sí. Este libro marca la hoja de ruta para que la escuela española y la sociedad se conviertan en una institución de alta calidad en cinco años. No podemos esperar más. José Antonio Marina nos convoca a una CONSPIRACIÓN EDUCATIVA para conseguirlo. Y para animarnos, nos introduce en un universo educativo global en ebullición vital, creativo, lleno de talento. O sea, para usted.

Motivar para educar José Bernardo Carrasco, Juan José Javaloyes Soto, 2015-05-21 El siglo XXI se presenta lleno de posibilidades educativas a la vez que plantea una serie de retos y problemas de gran calado a los que han de hacer frente los agentes educativos: alumno, familia, docentes, escuela. Para ello se hacen necesarios una serie de cambios en profundidad relativos a las funciones que han de desempeñar para que la educación responda de verdad a la naturaleza de la persona tal como propone la concepción educativa personalizada. La primera condición natural para que un alumno se eduque es que quiera educarse, es decir, esté motivado. Por ello se hace necesario conocer cuáles son los motivos nucleares o grandes motores que mueven a la persona de acuerdo con sus necesidades más profundas de las que derivan todos los motivos y necesidades restantes. Y dado que a cada persona le motiva lo que para ella vale, resulta también imprescindible poner de manifiesto los motivos o valores concretos derivados de los primeros que determinan de modo puntual todas y cada una de las acciones de la conducta humana y comprobar hasta qué punto se sirven de ellos tanto los profesores en sus clases como las familias en sus hogares para conseguir que sus alumnos e hijos respectivamente quieran educarse. De ahí que el libro indique una serie de líneas de acción educativa y actividades más concretas para unos y otros que puedan serles de utilidad en la tarea que tienen por delante.

El bosque pedagógico José Antonio Marina, 2017-11-07 La guía definitiva para orientarnos en el espeso y complejo bosque de la educación hoy. La educación no es un ámbito estable porque es el rompecabezas de todas las contradicciones sociales, políticas y económicas, sobre todo en un tiempo acelerado e incierto como es el nuestro. Por eso el mundo educativo padece una avalancha de conceptos, teorías, modelos pedagógicos que pugnan por resolver los problemas y que están provocando confusión e incluso movimientos autodefensivos de rechazo entre los educadores y padres desconcertados ante la proliferación de innovaciones a veces poco fundamentadas. Así pues, vivimos en la sociedad del aprendizaje, pero la pedagogía actual está confusa, incapaz de ofrecer soluciones para una situación compleja y acelerada. Todas las naciones están en estado de emergencia educativa. Las familias, los docentes y los polí-

ticos se encuentran perplejos sin saber qu decisiones tomar Este libro nos ayuda a orientarnos en todo este espeso bosque para encontrar el mejor camino Es una revisi n de lo que est pasando y de lo que est por venir que incluye adem s un diccionario de la nueva pedagog a herramienta que resultar imprescindible para padres y profesores **Talento, motivaci3n e inteligencia** Jos3 Antonio Marina,2013 **El cerebro infantil: la gran oportunidad** Jos3 Antonio Marina,2011-07-21 El estudio del cerebro ha tenido resultados espectaculares en los ltimos a os pero estos conocimientos se han aplicado m s en la cl nica que en la escuela y en la educaci n de nuestros hijos Este distanciamiento no es sensato Del cerebro dependen nuestros pensamientos nuestros sentimientos nuestra personalidad y es muy importante que padres y docentes conozcamos su funcionamiento porque el cerebro es la fuente de oportunidades de nuestros hijos y alumnos No se trata de que todos nos hagamos neur6logos sino de que tengamos una idea general de c3mo funcionamos de la raz3n biol3gica de nuestras capacidades y de nuestros problemas Debemos exigir a los neurocient ficos que investiguen en este terreno y utilizar despu s sus conocimientos En la biblioteca UP queremos reflejar la Nueva Frontera de la Educaci3n Y queremos que usted participe en esta intr pida aventura Esto no es una met for a estimulante y motivadora es una realidad Cada uno de nosotros tenemos diferentes metas vitales pero la humanidad tiene un objetivo nico tener descendencia y educarla bien Lo que nos define como especie es el hecho de educar a nuestros hijos y transmitirles la experiencia de cientos de siglos **La inteligencia ejecutiva** Jos3 Antonio Marina,2012-04-12 Durante siglos se pens que la funci3n principal del intelecto era conocer Fue la poca dorada de la inteligencia cognitiva Despu s se reconoci la importancia de la inteligencia emocional dada la influencia del mundo afectivo en el comportamiento humano Ahora estamos en una nueva etapa en la que emerge la inteligencia ejecutiva que organiza todas las dem s Este libro representa un paso innovador y decisivo que est llamado a revolucionar la idea que tenemos de la educaci3n La inteligencia ejecutiva se encarga de dirigir todas las capacidades humanas utilizar los conocimientos gestionar las emociones resolver las dificultades establecer objetivos a largo plazo aplazar las recompensas En ella tiene su origen la libertad humana No es una facultad innata sino que los m s peque os tienen que aprenderla Ella configurar su talento Y ayudarles a que lo consigan debe ser el principal prop3sito educativo tal como lo revela esta extraordinaria obra **Objetivo: Generar talento** Jos3 Antonio Marina,2016-03-10 Objetivo generar talento desarrolla un modelo totalmente innovador para comprender el talento entendido como la inteligencia actuando de manera adecuada brillante eficiente y explica c3mo se genera no solo a nivel individual sino tambi3n de las organizaciones y de las sociedades Este es un libro optimista No con el optimismo un poco bobo de los libros de autoayuda que le prometen que puede ser millonario al instante sino con el optimismo de la neurociencia que sostiene que nuestras posibilidades son mayores a n de lo que cre amos Jos Antonio Marina Cada a o se publican infinidad de ndices que miden el talento de las organizaciones de los pa ses de las econom as pero a juicio de Jos Antonio Marina estos estudios presentan un error de enfoque En todos se menciona el talento como si fuera una piedra preciosa escasa y codiciada por la que hay que pujar da

igual que sea en el mundo empresarial que en el mundo futbolístico hay que fichar al mejor. Esta idea central de que la riqueza es pastel que hay que repartir es la antítesis de una visión creadora de la inteligencia capaz de inventar y ampliar nuestras posibilidades, nuestra riqueza, nuestro talento que defiende José Antonio Marina en este libro. En "Objetivo generar talento" José Antonio Marina ofrece las claves para pensar mejor, sentir mejor, tomar mejores decisiones y ponerlas en práctica con mayor determinación para lograr que la guerra por el talento abstracto se convierta en la guerra por las personas que saben generar talento.

Boletín de la Asociación Médica de Puerto Rico, 2003 *Carpeta El cerebro infantil* José Antonio Marina Torres, 2011-10-27

El estudio del cerebro ha tenido resultados espectaculares en los últimos años pero estos conocimientos se han aplicado más en la clínica que en la escuela y en la educación de nuestros hijos. Este distanciamiento no es sensato. Del cerebro dependen nuestros pensamientos, nuestros sentimientos, nuestra personalidad y es muy importante que padres y docentes conozcamos su funcionamiento porque el cerebro es la fuente de oportunidades de nuestros hijos y alumnos. No se trata de que todos nos hagamos neurólogos sino de que tengamos una idea general de cómo funcionamos, de la razón biológica de nuestras capacidades y de nuestros problemas. Debemos exigir a los neurocientíficos que investiguen en este terreno y utilicen después sus conocimientos. En la biblioteca UP queremos reflejar la Nueva Frontera de la Educación. Y queremos que usted participe en esta intrépida aventura. Esto no es una meta, es una realidad estimulante y motivadora. Cada uno de nosotros tenemos diferentes metas vitales pero la humanidad tiene un objetivo: tener descendencia y educarla bien. Lo que nos define como especie es el hecho de educar a nuestros hijos y transmitirles la experiencia de cientos de siglos.

Acta científica venezolana, 2001 La inteligencia que aprende: La inteligencia ejecutiva explicada a los docentes, Bibliografía española, 2004-11 **Libros españoles**, 1979

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