

artikulu nabarmenak  
artículos destacados



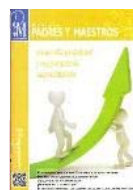
## February



FALCÓN, Laia and M<sup>a</sup> José Díaz-Aguado. Audio-visual fiction stories on teenage identity issues in school contexts. Teenagers, the stars and audience of these audio-visual fiction stories, seek references in them to build their identity. These stories can be used as a means of media literacy for this purpose. We have selected three recent European stories about the life of teenagers at school in order to compare genres, codes and values: the TV series "Física y Química", the movies "Harry Potter and the Order of the Phoenix" and "La Clase". The results display similar aspects in the stories (the importance of relationships and friendship...) and differences (future-oriented or the value of thinking and teachers in this process). The conclusion is that the three stories are an excellent resource for media literacy and to help teenagers to become aware of the values with which they want to feel identified and the problems they can encounter.  
[Comunicar: Revista científica de Comunicación y Educación](#), 42, XXI, p. 147-155



Pellicer Ibarra, Carmen. Entrepreneurs, born or bred? How can you educate someone to become an entrepreneur? Entrepreneurship skills are being introduced in the classroom. Some students are of an entrepreneurial nature and others have to work on it: qualities, such as perseverance, trust in leadership and self-help. Educating people to develop entrepreneurial skills requires active methodologies in which the roles of the teachers and pupils change. In order to promote these skills, entrepreneurship projects are launched that require a rigorous selection of the contents, cooperative learning, service learning networks, training in creative and executive functions, and a rigorous assessment process.  
Revista Padres y Maestros (Parents and Teachers), nº 355, January 2014, p. 6-10



Bejar, Manuel. An overview of education, neuroeducation. Neuroscience can be applied to education because it identifies the brain processes that affect teaching as well as cognitive and emotional learning processes. This application is termed neuroeducation and requires a neuro-educator, a professional educator that uses neurological knowledge on brain plasticity together with physiological and emotional skills to improve the learning process.  
Revista Padres y Maestros (Parents and Teachers), nº 355, January 2014, p. 49-52