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Activities in the week XXIBlock ITecnologa and related to other areas of knowledge XXIIBlock IITechnical changes and social changes XXVIBlock IIITechnical and its effects in nature XXXIBlock IVPlanen and tcnica organization XXXVIBlock VProject industrial production XLRbricas XLIV Matrix Valoracin XLVI Technical memory project XLVII Evaluation XLVII Project Score XLtcnico projectVIII Evaluation presentation of technical memory project XLIX Evaluation of the final product L Evaluation of the evidence portfolio LISolutionary 3IVPresentacin WorkbookMent to the model of training based on competenciesDimensin I This work is part of the desirable features expected for the s-tudian, who completes his basic education. Skill development is the primary goal and central idea of the activity that takes place throughout the training sequences offered in each block. But we are not only interested in academic competence. Our zizin led the articulation of the sequences of this book to a pristine and large object; development of life skills embodied in the Bsica secondary education curriculum. This system, depending on the age of the information that we live in, includes problems and problems. Technological education plays an im-suppovtive role in this vision, because it considers the fundamental aspect of this knowledge society: technology. A model of learning based on competence, sees the student as a creature whose skills, knowledge and attitude to life make him able to insert his acti-life into this diverse and dizzying Globalized. What characterizes FBC by other methodologies is that the nmaz is not in knowledge, but in which students use them. This approach is based on the realization that many of the things learned in school are not used in life or the things we have learned are not enough when faced with a situation in everyday life. An educational option that becomes, which allows people a new role in such a way that is able to develop a reason to adapt to the change comnsinia solucin complex situationsgeneratorV Pedaggic the dimensions of the FBC project implies a new role formacin where: The learning process is planned not out of content, but out of context. Students learn to focus on situations, problems and problems in life. It is believed that the student not only learns concepts and processes, but is also a student, citizen and professional. The transition to a practice focused on skills development is not only cuestin de forma, but also not associated with a simple change of technique, but also has a number of consequences that we should not lose sight of, because this is a genuine change of focus. Competence is characterized mainly: The integration of different types of knowledge that are relevant to the discipline of cuestin, attitudes, procedures and experience. It is clear to mobilize knowledge to deal with different situations. Enable activation of relevant knowledge depending on the situation. Constantly evolve and converge. In technological education, competences converge in situational-cin, as shown in the following view: Competences in the field of TecnologaIntervencinSituacinGestinDisin Resolucin problems VIPresentacinAprender does not mean to saturate the memorable capabilities of es-tuidants with invariant practices such as those that have experienced in the world. This means more well, to paraphrase the American philosopher Noam Homsy: to allow students to grow in their own way. This premise defines this work. The tasks set in each lesson and the roles set by the group members create the necessary conditions for the learning process to be focused on the cognitive needs of the students. The fundamental role for the good value of oriental propoito lies in the learning process. From there, the authors believe that this is a student who, assuming a dynamic and active position in the classroom process, contracts responsibility for his edu-kakin in terms of the learning processes that are generated in the classroom, based on pedagogical goals that the teacher creates more convenient. The student, as an active character, must include in his stunts the goals established in the learning process. To do this, this work raises three key points in the learning process: how to planifi. The teacher should consider several aspects in this area; mainly, the goals that will guide the activities that develop with students, where and when I convey that learning, the profile of the students, that content addressed-m, what resources are needed, cules are the best strategies for doing so and cmo evaluate these teachings. Perform. This stage deals with the introduction of pla-nifi cado. One character that you may need to consider is that you can perform almost exclusively on a saln class. Evaluation. It is necessary to measure the effectiveness of teaching and to make decisions on aspects that can improve teaching. For this assessment, the following questions can help: Goals have been met?. Resources set in planifi kakin?. What traits can be developed to improve teaching were used? It is important to distinguish between teaching evaluation and eva-loacin learning. First, it is a question of treating teaching as a process that can be thoroughly improved by evaluation and, secondly, refers to ways of measuring student learning. Sistmic analysisIst analysis is a methodology that allows you to explain and co-ignite the relationships between the variables that form problems. This recognition allows you to find the best solutions to the problem. Students and learning processDimensin IIVII Pedestal dimensions of the projectIn the next section features theistic analysis are displayed through representative questions. Tell me without a scan. Functionality:1. What does it need?2. Context of use: queens use it?3. What actions or functions do you do instead of people? Structure, grfi ca presentation and operation:4. Draw a picture in an isomtrico (either by hand or geomtric) object.5. Lists and identification of each part of the object.6. Describes the function of each part of the object.7. Draws a drawing in orthogonal views of the object.8. Draws a drawing of an assembly (by hand or geomtric) of an object inside.9. Lists and identifies every part of the build drawing.10. Describes the funcin of each part of the identifi each in a con-together drawing.11. Makes drawings of parts extracted from the build drawing, identifying every detail with its name, the number of parts used and the material from which they are made.12. Operation. Describes the cmo correlate the various foot-zas that make up the inside of the object so that, in its con-together, perform the function for which it was created.13. Production context. For each part of the facility it describes the production processes in the table where relPage is relPage Industrial ii orientation and job offers second year high school project and construction: edeb group general direccion: Antonio Garrido Gonzalez ... 1 Faculty of Humanities Graduate Masters in University curriculum mdu4s1 technology higher education digital age 2nd century lic. edwin rocael ... Technical University Ambato Faculty of Humanities and Educational Teaching Career in Information Software Application Element 1 Theme: Globalization ... Technical University Ambato Faculty of Humanities and Teaching Education in informtica crstian tamami d'vila ing. mg. Wilma gaviil'nez index wearable ... 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