Book reviews

Gargallo, B., & Pérez, C. (Coord.) (2021).
Aprender a aprender, competencia clave en la sociedad del conocimiento.
Su aprendizaje y enseñanza en la Universidad [Learn to learn, key competency in
knowledge society. The way in which it is learned and taught at university]
(Vicent Gozálvez).

Domínguez Garrido, M. C., López-Gómez, E., & Cacheiro-González, M. L.
(Coords.) (2021).
Investigación e internacionalización en la formación basada en competencias
[Research and internationalization in competency-based education]

Martínez-Otero Pérez, V. (2021).
La educación personalizada del estudiante [Personalized education of students].
(Martha Leticia Gaeta González).

Pérez, C., & Asensi, C. (2021).
Cómo crear un clima de aula positivo. Actividades y técnicas de intervención.
[How to create a positive classroom environment. Intervention activities and techniques]
(Fran J. García-García).

Book reviews

Gargallo, B., & Pérez, C. (Coord.) (2021). *Aprender a aprender, competencia clave en la sociedad del conocimiento. Su aprendizaje y enseñanza en la Universidad [Learn to learn, key competency in knowledge society. The way in which it is learned and taught at university].* Tirant Humanidades. 454 pp.

The book that I present, in good taste undoubtedly reflects the work and recent research coordinated by Bernardo Gargallo and Cruz Pérez, colleagues of the Educational Theory Department of the UV, and I am also bound by a friendly relationship and admiration for their career and the way in which they understand their (our) profession.

I will not begin by summarizing parts or chapters of the book: this has already been magnificently set out for you in the brief introduction. I will deal with other aspects, starting with the context of the book, which will give way to a reading or interpretation of some of the main ideas. The "learning to learn" (LtL) competency in higher education is the central theme of the book, the result of a research project which is also jointly supervised by the coordinators. In this respect, the book is a joint proposal in which numerous researchers of the project from three Valencian universities are involved as co-authors: the Universitat de València, the Universidad Politécnica de Valencia and Universidad Católica de Valencia.

I would like to begin, if I may, precisely with the conceptual issue which is the basis of the book, the definition of a new competency to encourage among university students: this must be competent (skilful, knowledgeable, predisposed, committed, etc.) in these processes and actions understood as "learning to learn", such an interesting competency which is necessary in societies such as the one we live in. However, is this a roundabout expression, a free periphrasis? Would it not be enough to learn, therefore, in every sense of the word? Not exactly. The book goes more deeply into special and even innovative learning in the university sphere. It shows,

year 80, n. 282, May-August 2022, 391-405

revista española de pedagogía

therefore, clear support for autonomous and active learning led by the students themselves, as they are ultimately responsible for the professional activity for which university prepares them at an administrative level. Thus, LtL is a type of culmination of the enlightened *sapere aude* project, to dare to know and think, to know by thinking and also by acting: knowledge for action and from action. In other words, contemplative yet practical knowledge, in any case critical: "thinking without a banister", as Hannah Arendt would later say, without anyone from outside always having to tell you what you must do, say or feel, therefore without obliging directions (manipulation) or external protection. After all, as proclaimed by Kant in the last third of the 18th century, this was precisely the motto of Enlightenment: the impetus for the autonomy of individuals and people, typical of societies which are not enlightened as such, but in a dynamic and unfinished process of enlightenment. Prepared, we could say, to learn how to improve learning in life, economy, research, public organisation, etc. Societies which have allegedly learned everything already, which say they have achieved the most sublime interpretation of almost everything, are not enlightened societies, but obliging if not doctrinaire societies and therefore anti-enlightened. Given our postmodern condition, as stated by Lyotard, do we currently find ourselves in this obliging state, in a society of empty knowledge? Does the new wave of impassioned proclamations at a differential, identifying, national and other levels respond, a new anti-enlightened creed, reluctant to open learning which is able to rethink itself, audacious enough to do so? Is audacity dying due to critical, self-critical knowledge in narcissistic consumer societies or any societies which again see salvation in ethnic or national purity? Is any group which is willingly subjected to the fiery speeches of new redeemers (those of economic growth at any cost, those of America First, those of new technoscientific and transhumanist utopias, etc.) capable of learning to learn?

Returning to our scope, following the inrush of LtL, doubts have been raised about purely mechanical, we could say educational, learning. As the aforementioned is important, it does not affect the core of what real university education should be as preparation for good professional activity. This essence is therefore found in a new type of teaching and learning based on significant, critical and self-critical learning, and on the flexible, autonomous and renewed implementation of this learning. In the "capability of people to educate themselves, to adapt to new situations and problems, to continue learning throughout their lives" (p. 33). The key of this competency, without explaining what it applies to and how, is adaptation and transfer. Its vagueness is precisely the root of its ambiguity and also its strength.

However, expressing, as is done at the start of the book, a competency-based education model (in this case that of learning to learn) calls for some questions to be asked on this model, brought

about by the same appearance of the LtL which is understood, in this way, as "competency". Chapter one of the book deals with the polysemic and rather controversial nature of the term "competency", and it is therefore necessary to clarify the concept. Thus, the competency model was described directly in the university reform at the end of last century, with the creation of the European Higher Teaching (or Education?) Area. It seems that this way of understanding the LtL competency was the leitmotiv of the aforementioned reform, as included in the Tuning Project, carried out by 100 European universities in order to redefine and develop the curricula, respecting the autonomy of each university but above all coordinating common elements in line with the spirit of the Bologna Process. The project shows the importance, in a knowledge society, of lifelong learning and of the development of "competencies to access information and knowledge, to use it according to the established purposes, in order to update it, to learn continuously, to understand what is being learned and to be able to use this in various contexts and situations of a changing reality" (the words in italics are our own) (p. 20).

However, what is the aim of this? Be competent in order to achieve the "established purposes"? The growing internationalization and technologization of economies and societies calls for constant changes and adaptations, flexibility among employees and new focuses in the organisation of companies. Ultimately, "the knowledge, capabilities and attitudes of the workforce represent a key factor for innovation, productivity and competitiveness, and contribute to the motivation and to the professional satisfaction of workers and to the quality of work" (p. 20).

Based on these statements, we may suspect that the new competency developed in the book is strictly due to these established purposes which are alluded to, or in other words, due to the purposes and the values of a technocapitalist economy, in which, speaking of a knowledge society may be seen as a joke in very poor taste. Rather, a surveillance society, in the words of Shoshana Zuboff, or societies of owners which, according to Thomas Piketty, justify and explore inequalities, may be discussed. This has certainly been one of the major accusations made against the EHEA and particularly against the Tuning Project, especially from the philosophical point of view of the basic human capabilities of Martha Nussbaum, or the economic perspective for Human Development according to Amartya Sen (a perspective which supports the United Nations Development indicators, beyond the GDP dogma within the framework of a more ethical economy).

Nonetheless, this suspicion dissolves throughout the chapters, where the new interpretation of learning to learn injects a new meaning into the competency model in university teaching. For example, in chapter two the idea of being competent is reinterpreted in such a way which includes critical thinking aimed at new purposes, which today prevail as a result of
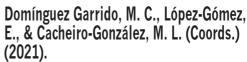
the excesses of an unbridled economism. These new purposes speak of the unavoidable need to move towards social, economic and ecological sustainability, the International Sustainable Campus Network, the SDGs, the competency for justice and ethical responsibility, etc. within the framework of the United Nations 2030 Agenda. And in chapter three, revising the theoretical grounds for LtL, the heart of its new semantics is dealt with, even on the part of the European Commission in 2018; on this basis, it is preferred to talk about "personal, social and learning to learn competency" in a clear attempt to include cooperative, social and ethical aspects in this vital learning.

The rest of the book very successfully follows this path. New construction-implementation-evaluation models for LtL in Higher Education are set out and detailed: from the resource to discussion groups to redefine the aforementioned, or the preparation of a questionnaire to evaluate it, to the proposal of methodologies for its implementation: Cooperative learning, project-based or problem-based learning, service-learning, online forums and social network analysis, practical simulation method, etc.

In short, the invitation to the sapere aude from the university must be reinterpreted in no other way than in the heart of (supposed) knowledge societies, which are globalised, technological, free or not so free, convulsed and, oh, still unacceptably unequal like our own.

Vicent Gozálvez ∎

Domínguez Garrido, M. C., López-Gómez, E., & Cacheiro-González, M. L. (Coords.) (2021).
Investigación e internacionalización en la formación basada en competencias [Research and internationalization in competency-based education].
Dykinson. 283 pp.

Nowadays competencies are an essential mainstay in all education systems around the world, insofar as they involve a use of knowledge which goes beyond memory content and is also applied in problem-solving. According to the current pedagogical trends, these competencies must play a key role in the school setting and they must therefore be researched in detail on an international level in order to raise awareness of their scope and efficiency in a world which is constantly changing. The book Research and internationalization of competency-based education, coordinated by María Concepción Domínguez, Ernesto López-Gómez and María Luz Cacheiro-González, does a thorough analysis from different perspectives and covering various areas of learning in relation to the importance of competencies. Furthermore, researchers from 7 different countries have been involved in preparing this study, meaning that international data and views have also been provided.

The book is organised into three sections, which make up 13 chapters in total; all are written in Spanish except for two, which are in English. The first section is composed of three chapters which aim to guide, contextualise and provide the reader with a definition of the competen-

cy concept and its meaning and use in a world which is constantly changing. The second section has 5 chapters and looks into competency research itself. It focuses on aspects such as planning, statistics in the digital-teaching field or social education and its relationship with play-based learning; it also ends with a practical and holistic example of STEM Education. Lastly, the third section is made up of five chapters which centre on competency-based education at different stages of school (early childhood, secondary, placement, university, university lecturing and educational research).

Therefore, chapter one goes into more depth about the competency concept and the way in which it is implemented and functions in curriculums in the school environment. Furthermore, a brief but enriching analysis is carried out on the contexts and possible cultural frameworks in order to help readers understand competency-based education. Two main approaches are focused on: human capital and human development.

Subsequently, chapter two makes a necessary and appropriate reflection on the relationship between three key aspects: needs and requirements of a constantly-evolving society, school curriculum and characteristics of academic learning. In accordance with what is set out, although it is true that these elements may, and, in fact must, be combined, this is not always possible on a practical level regarding education. This may be due to several reasons, such as a curriculum which does not consider significant social changes, the

difficulty of fitting everything into a relatively short space of time, lack of communication among educational institutions, etc. Therefore, considering and analysing competency-based learning is of vital importance, and teachers play a key role in obtaining new generations of motivated and independent individuals who are adapted to the future.

Very much in line with this last point, chapter three expands even more on the information about the very changeable and informational world that we live in. Thus, it defends a competency approach and multidisciplinary and systemic learning in which aspects such as commitment, education or teaching are linked by literacy. Furthermore, this is illustrated by a student model on which research is carried out at a centre of the University of Oviedo. The aim of this is to achieve active and committed participation, from natural and social environments to political and technological settings, through the use of the continuous and dual education of ecosystems.

The following section introduces this in chapter four, focusing on the importance of competency planning in education. It pays particular attention to two years: the last year of secondary/Bachillerato and the first year of university, given that these are fundamental in guiding young people and preparing them to develop academically as they finish one year and start another, in which high levels of maturity and coherence are now significantly reached. All of the aforementioned is illustrated by an in-depth study, and the importance of

competency-based education is once again stressed for both students and teachers.

Chapter five sets out a series of conclusions and bibliometric statistics after analysing almost 300 international studies on teacher digital competency, which is essential for today's world. Productivity, collaboration, content and impact are the four indicators on which this competency is based. Although some countries have advanced a great deal and experienced significant exponential growth, it is still clear that there is not enough training on this digital competency for teachers, and the aforementioned are encouraged to keep making progress in the coming years.

Chapter six goes into even more detail about digital competency however, in this case, in relation to the training of social educators. Following a study carried out with around 800 participants, relevant data were observed in order to understand the current outlook of their training. On the one hand, the participants stood out as observers of content, where virtual tutorials obtained a high score and, on the other hand, they got rather low results when asked about their contributions or creation of suitable digital materials for the professional field. Conclusions are therefore reached which are similar to those in chapter 5, and the tools and resources are encouraged to be given in order that new generations of social educators may be trained with full digital competency, in accordance with modern times.

Chapter seven makes a clear distinction between Gamification and Play-based

Learning and defends the use of both in order to improve competency-based education, given that its implementation in the field of education is showing promising results. These signify another way to improve competency education, like technological education, by means of the countless resources that may help to encourage creativity and digital development in classrooms.

Furthermore, chapter eight very clearly sets out the need to promote STEM education, which boosts and empowers sciences and new technologies. This chapter therefore includes an example called StartlearnING, which aims to develop these competencies in full. This proves to be a very promising method, the holistic implementation of which brings about significant changes and improvements in motivation, commitment, problem-solving processes and technological-scientific knowledge among both students and teachers.

Chapter nine deals with the need to pedagogically analyse, from early childhood, the cultural and diverse framework in which we find ourselves. It defends the correct definition of competencies and an up-to-date learning method from the beginning, which makes it possible to take in all of this diversity and offer the same opportunities to boys, girls and families.

Chapter ten is focused on the role of the Teacher Training Master's Placement as regards learning and properly understanding the way in which a competency-based education works. Various research on this

area is analysed throughout the chapter, and constant, free-flowing and appropriate communication is particularly emphasized, in addition to the participation of various representatives of the Placement in order to achieve proper competency-based training for new Secondary Education teachers.

Towards the end of the book, competency training of future teachers is explored, not only in relation to typical competencies of teacher development, but also those which must be applied with students. Future teachers must be taught a series of competencies which allow them to give their full potential when teaching, while being aware of their importance, which include methodological, communicative and digital competencies, without forgetting the capability to assess, plan and deal with cultural diversity, etc. In short, this chapter offers an enriching analysis and an in-depth reflection on these aspects and competencies themselves which must be looked at more closely in the training of future teachers.

Chapter twelve puts special emphasis on a narrative review carried out at an international level in order to analyse the role and training in teaching competencies among University lecturers, focused on an international level. The outcome of this is particular attention being drawn to the difference between formal and personal competencies. Formal competencies reflect knowledge and the way in which it is passed on through a certain methodology, while the latter refer to the more ethical side, as well as a closer relationship between teachers and students.

Lastly, the final chapter makes an analysis of the competencies to be promoted in the area of research and outreach. These competencies are of vital importance, not only to guarantee reliable and quality science, but also to introduce them and encourage their daily use in various educational institutions so that, starting with research, the best competency-based training may be achieved at all levels of education.

In conclusion, this is a book that must be read by researchers in the field of education and, in general, by anyone whose main everyday activities involve educational work. Together with the content set out, the text provides an international and current perspective, with a well thought-out and coherent structure, which is accessible and permits swift reading. Undoubtedly a sound contribution to the field of contemporary didactics.

Paula Álvarez Urda ∎

Martínez-Otero Pérez, V. (2021).
La educación personalizada del estudiante [Personalized education of students].
Octaedro. 191 pp.

All education has two functions: human development and meeting social needs. This complex task involves a form of education which constantly seeks human dignity, in which an in-depth knowledge of students and an acceptance of individual differences are considered, beyond the concern for academic achievement. In keeping with this laudable ob-

jective, the book Personalized education of students, by Valentín Martínez-Otero Pérez, does a thorough analysis of matters relating to the personalized education of students, focusing his attention on adolescence, as a crucial period for human development with specific educational needs. From a perspective of integration, in this publication the author takes significant scientific and humanistic approaches based on various conceptions regarding education, document review, educational experience and research at an international level.

This is a work which is ultimately aimed at the individuals who play a key role in improving education: people in charge of education, teachers, families and specially the students themselves. As such, the work is set out in a modern format which, following years of study and research carried out by the author on this subject matter, also considers the impact of the coronavirus (SARS-CoV-2) pandemic on the field of education, as well as the challenges that this unusual and unexpected health crisis has instilled on education around the world. In these circumstances, there are people who strive to study and others who are trying to teach. However, the digital, social and economic divide has also become clearer. In addition to the psychological impact that lockdown itself has brought about and which combines with the impact already seen. It is therefore extremely useful to read this book in order that the academic community which is interested in improving education is able to minimize the consequences of this impact as much as possible by means of the data,

reflections and recommendations presented by professor Martínez-Otero.

This commitment to improving education involves a significant and radical change, as in addition to meeting current social needs, the teaching and learning process is aimed to be adapted to the interests and needs of learners for the harmonic development of their personality. Thus, with a holistic view of the education process, the work is organised into three topics to help readers understand matters relating to the personalized education of adolescents. In this regard, by means of an introductory chapter, the philosophical foundations for individuals and the way in which these affect education are established. Afterwards, the author focuses on adolescent psychology and, furthermore, on the pedagogy of affectivity and on the implications on education resulting from the connection between intelligence and affectivity. Lastly, teacher training is set out as a significant element for the personalized education of adolescent students. Although this last point seems an ambitious and exhaustive task, from a humanist perspective, professor Valentín Martínez-Otero manages to split the various key topics into the seven chapters that make up the book. Each one deals with the current educational challenges that call for a change in education culture, demanding that education be personalized.

As the main approach of the work, the first chapter of the book deals with the attention to individuals from a humanist point of view, integrating their essence and their existence. Based on humanist

pedagogic grounds, authors such as Víctor García Hoz, the author of this work, emphasizes the humanizing/personalizing nature of education, in addition to considering the commitment of pedagogy to personal improvement, to happiness, to love, to freedom and to community. These aspects, as a whole, are of an introductory and fundamental nature in order to cover the other chapters.

In chapter two, professor Martínez-Otero focuses on adolescence, considered a special stage characterized by significant changes and therefore with specific educational needs, therefore emphasis is placed on its biological, psychological and social aspects, in order to offer some guidance to teachers, to education professionals and to the students themselves so that adolescents have the best school and life experience possible.

Furthermore, chapter three provides a series of conceptual reflections on affectivity, which is essential for the development of young people, and the main affective experiences are covered in this field: emotions, feelings, passions and motivations. The systematization of the aforementioned has a significant effect on optimum learning, healthy relationships and the personal well-being of students.

Chapter four is in keeping with the previous chapter, as it focuses more closely on matters related to self-esteem and self-concept, based on the recognition give to the relevance of dealing with these concepts from an educational perspective, by means of emotional education. With this in mind, the role of the teacher is underlined as a significant element in the appropriate development of students, the display of which has a positive bearing on the social relationships and the academic performance of the aforementioned.

Subsequently, chapter five does a thorough analysis of the connection between intelligence and affectivity. In accordance with the main objective of the book, as stated by professor Martínez-Otero, the most important thing is to bear in mind the complex link between cognitive and emotional processes, as well as the need to keep clarifying these links. The author therefore considers the concept of "affective intelligence", based on the line of research that he himself has been developing for decades, in order to offer some guidelines from these approaches which are aimed at teachers and drive healthy professional development, the appropriate course of which intends to contribute to the personalized education of students.

In addition to these points, chapter six covers the current problems caused by adolescents' inappropriate and excessive use of the internet (cyberaddiction and cyberbullying) which call on the educational communities, including parents, to take preventive measures. In this respect, guidelines are given for appropriate use of the internet from a perspective of dialogue and commitment to integral education.

Lastly, chapter seven defends teacher training beyond the technical aspects,

while considering the cognitive and axiological dimensions of the aforementioned. To this end, the author makes some notes on five models which may be used in the organisation of teacher training. Personalized education indeed requires teachers to be trained in order to offer means to students so that, both in and out of school, they can face the challenges and demands of an interconnected and globalised society like that in which they happen to live.

All in all, this book is a significant formative and informative resource which states the relevance of personalization as a pedagogic conception, particularly in adolescence so that, beyond teaching techniques, the individual needs of students are considered, from a perspective of diversity and meeting the demands of today's society. This is an inspiring work which successfully puts across its strong and hopeful message of improving education by means of personalizing education. If it could be summarized in just one quote, perhaps the words of professor Martínez-Otero in chapter one would be the most suitable:

> Real pedagogy demonstrates its commitment to improving human life, to its perfection. Its increasing efforts emerge from a healthy optimism, a necessary trust in the possibilities to develop. People are not perfect, but they are perfectible. The coordination between science and ethics offers a sound platform for all educational theory. Without the concurrence of rational and axiological elements, the pedagogic discourse will end up dying out and, of course, may not encourage personal development (p. 31).

Martha Leticia Gaeta González ∎

Pérez, C., & Asensi, C. (2021).
Cómo crear un clima de aula positivo. Actividades y técnicas de intervención.
[How to create a positive classroom environment. Intervention activities and techniques].
Desclée de Brower. 211 pp.

From nursery and primary school to the highest levels of the education system, it is essential that students feel safe and comfortable. How students feel in the classroom determines the way in which they develop social bonds with their classmates and teachers. Teachers must therefore know how to organise the classroom, helping to create and maintain an environment which favours the school community and daily learning. In fact, research shows that the classroom environment has an influence on learning environments, therefore affecting the perception of students and teachers, their interactions, their emotions, the sense of belonging to the educational community of a school and other factors which are important for academic success.

Despite the benefits of having a positive classroom environment, there has been a growing concern in recent years to obtain a good school community. It is true that complicated situations at school are nothing new, but lately we have managed to draw more attention to bullying, disrespect for classmates and teachers, certain irresponsible behaviour or damage to equipment and facilities. These types of problems related to community have a negative effect on pupils, who end up having difficulties in establishing and developing interpersonal relationships.

It is therefore necessary to know how to create and maintain a positive classroom environment. Not just that, but also how to make this environment reach the whole educational community of a school. The book Cómo crear un clima de aula positivo [How to create a positive classroom environment] reveals how this can be achieved based on a wide range of intervention activities and techniques.

Something that makes this book valuable is that it was written at home during the months of lockdown caused by the COVID-19 pandemic. This forced break, which suddenly appeared in the middle of the fast pace imposed on us by modern life, allowed a married couple who are teachers to stop and read, think, compile materials and take their time to write about the most relevant points of the experiences built up throughout their careers at all levels of compulsory education.

There are, of course, more books on the market about school community which deal with the classroom environment, but this one is special. It is not common to find material published by authors who share techniques that have continued to work for them for a long time, and even less so when this experience has often been reconsidered at home, beyond the professional environment. I believe that the best way to assess the book is to think about who wrote it and why they decided to do so.

Throughout his career of 40 years, Cruz Pérez Pérez has given classes at all levels of the education system, from nursery education right up to doctorates. The aforementioned has worked as a primary school teacher, secondary school teacher, in school psychopedagogy services and as a lecturer in the Educational Theory Department of the University of Valencia. Carolina Asensi Cros has worked for 37 years as a primary school teacher, always showing an interest in educational innovation and experimentation of new learning models in the classroom. The aforementioned has consequently received three prizes for educational innovation from the Generalitat Valenciana throughout her career.

The book begins by explaining the type of educational environments that help students to develop attitudes and behaviours which are positive for learning. Initially, it was considered that teachers were the only people responsible for generating and maintaining this classroom environment, but with the educational paradigm focused on learning, students also started playing their part. This involved teachers establishing ways for everyone to express themselves and get involved in building the community classroom environment. Chapter 3 is therefore devoted to the learning of democratic norms, which must be laid down by consensus and with guidance from the teacher.

From Chapter 4, the authors start to set out a range of techniques for various levels of education and even for different situations. The reader will find activities for nursery classrooms, where the youngest pupils set their own rules, and also for organising group communities in primary or secondary education. The material includes techniques to help

teachers coordinate with each other and better control the learning environment of students, particularly from the stages when children start to depend less and less on their teacher.

When the community classroom rules are laid down clearly and precisely, children and adolescents have a reference which helps them to know how they must behave and students rarely have to be punished for seriously breaking these rules. However, sometimes there are groups in which the sense of community is a lot worse and this ends up making students feel less comfortable, therefore having a negative effect on their learning process. Chapter 9 is exclusively devoted to offering ways to deal with these situations in which it is more difficult to create a positive community environment. Here the authors propose a model which calls for strict control of the learning and community environment, at least as a starting point, until the situation improves.

There are also activities for the home environment, as well as for primary schools or high schools. Mums and dads will find material in Chapter 10 useful to develop a democratic parenting style, and teachers will be able to get interesting ideas in order to guide families in this respect. Afterwards, there are two chapters which are mainly devoted to conflict resolution in schools. One of these chapters looks for positive ways to solve problems in the classroom and the other provides school mediation techniques for any conflicts which have an effect on the community, even outside class.

The book ends with a final chapter on the assessment of the community environment. The aim of this chapter is to keep track of the classroom environment in order to ensure it remains positive. The section starts by clarifying how and why a diagnosis of the current situation of the classroom must be made, and it then sets out several assessment tools. Ultimately, what makes it possible to maintain a situation which is suitable for getting on and learning in class is the perspective that we end up reaching with appropriate tracking, which makes it possible to predict conflicts and prevent them in time.

This publication is part of the Learning to be collection of the prestigious Desclée De Brouwer publishing house, which aims for values to be learned. The publishing house has been running for more than seventy years and specialises in pedagogy and psychology books, as well as other social disciplines, and therefore provides consumers with certain quality guarantees. This volume in particular is a work specifically aimed at nursery and primary school teachers, and secondary and higher education teachers. It is therefore considerably valuable for vocational training and university students who are learning about subjects related to the world of education, particularly if they intend to work as primary or high school teachers, pedagogues, psychopedagogues or social educators.

Furthermore, families of children and adolescents enrolled in any level of compulsory education may get useful ideas which help them to bring up their children.

School management teams will also find this book interesting, as one of their aims is to provide a positive and widespread environment in which everyone gets along in the educational community of their school. In short, it may be said that this book is very practical and useful for all education professionals, with verified ideas and material which have proven to be effective in various learning environments.

Fran J. García-García ■