Reviews
In the present book, the authors deal with two very interesting topics concerning Mathematics and its Didactics: inventing problems and mathematical competence. It is intended mainly for Secondary Education teachers (Compulsory Secondary School and Baccalaureate), as well as students of BA degree in Education and Master's Degree in Secondary Education.

The book is divided into five chapters. In the first three chapters, it provides an analysis of the state of the issue in mathematical competence and in problem creation and solving. It gives us an updated overview of these three important topics. Chapter 4, as the authors state, is the core section of the book, and presents a method in order for students to be able to understand what to do and how to do it, in addition to how to reason, establish relations, apply properties, and develop their thinking skills, to eventually dare to do it. This chapter presents six metamodels and 49 models of problematic situations, all of them having a common denominator: problem invention and reconstruction. There are examples for each model that can be directly applied in the classroom. Finally, a chart is appended for the teacher to select the mathematical competence that he wants to work with his students. Furthermore, it will also inform him about the main three mathematical competences developed in each model. In chapter 5, it is shown a program which illustrates how to teach students to solve problems by means of discovery and promoting creativity and reasoning (with its corresponding methodological indications for teachers). The diverse proposals stated by the authors in Chapters 4 and 5 are supported by the successful practical application with students in the different educational stages in an enjoyable way.

The degree of comprehension and emotion of what it is learnt, is directly proportional to the degree of its appropriate application. In 21st
century, our students have to be mathematically skilled and talented. This work is an essential book for those who, some way or another, have the responsibility of how to teach and consequently what students learn.

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Coining a new term by combining two verbs Apreseñar (Aprender = Learning and Enseñar = Teaching), the author presents an extensive review of existing scientific evidences in relation to recursive teaching and learning practices which, in multiple contexts, take place from an unusual, although well-known, perspective: that of teachers learning through their own teaching practice.

The author thus reviews a range of research studies providing evidence of tutors’ learning through teaching, a notion that has not always been sufficiently backed up by research, despite its extensive use.

Despite its prevalence, the author reminds us that not all teaching offers learning opportunities for the teacher. The author believes that this result depends on two factors. On the one hand, it will depend on the teachers’ own conception of what it means to teach and learn and on the subsequent attitudes being generated. In the second place, it will depend on the approaches and methodologies that the teacher adopts, which will obviously determine what opportunities he/she will have to learn whilst teaching.

The author starts his discussion by highlighting some everyday situations that promote learning, where learners are required to show what they know, what they have learned. And this is how learning takes place consistently and assuredly. The second chapter discusses scientific evidence on teaching and learning in the knowledge age. The author writes a brief introduction on teaching and learning within our species and then goes on to detail the changes in conceptions about these constructs. The author stresses the need to overcome the most dated
conception, where the hierarchy established between teacher and learner only allows for a unidirectional and transmissive relationship, which therefore restricts the teacher’s own learning. The author furthermore points out that methodologies promoting bidirectionality and reflexive construction of knowledge through explanations and questions will generate multiple opportunities for learning for the person performing the teaching role.

The next two chapters argue the possibility of learning by teaching in various contexts. On the one hand, the author discusses learning that occurs in informal situations, both in face-to-face and in virtual contexts, from which important conclusions for formal teaching can be drawn. The author therefore stresses the need for profound changes to take place in the classroom and educational centres in order to achieve more effective teaching and learning mechanisms. He also invites reflection on the complementary value of the concepts of learning to learn and learning to teach, thus highlighting the importance of learning and teaching each other on a daily basis. He also underscores the importance of cooperation and peer learning as exceptional opportunities for learning in the classroom, and expounds the instructional value of peer interactions and how best to structure them so as to turn them into learning opportunities.

The author issues a challenge to teachers: to share their teaching abilities with their students so as to promote learning by managing the students’ own ability to teach and construct their own learning, counting on the teacher’s unconditional support. Lastly, the author describes formal situations in which students learn by teaching, either because they are standing in for their teachers at a given time, using cooperative methods and techniques or evaluating peers, or because they are taking part in shared teaching with other students as an emergent form of co-teaching.

The author then concludes with his reflections on how to teach whilst learning. The author stresses the need to introduce learning opportunities for and by teachers themselves, based on solid objectives and high expectations for achievement, and he suggests sharing the learning process with the students.

Each chapter invites us to review our own teaching and learning practices and experiences in a critical and profound manner, grounded on scientific evidence when required, so that we are thus able to effectively manage the conceptual change on the notion of teaching and learning, as urgently required by 21st century education.
It is for all the above reasons that this publication offers an exceptional starting point for the creation of reflective and dialogical spaces for all the educational agents acting in a plethora of daily contexts. The book provides all the necessary evidence to unravel peer learning and peer tutoring and extend their practice universally. And it also advocates the need to incorporate educational practices that allow for the visualisation of learning opportunities they generate so that teachers may continue to contribute, constantly and collaboratively, to formative processes and professional development.

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In recent years there has been a phenomenon that has been named globalization or internationalization, interpreted as a system extremely complex of macro processes increase and deepening of all kinds of interconnections and interdependencies at the planetary level. Higher education has been one of the factors that had more impact on the emergence of the global knowledge economy, resulting in primary to establish an approach of the educational processes to models of Social Cohesion.

The book that will review focuses on this theme, the higher education internationalization. The text is divided into four distinct parts; the first one focused on the analysis of perspectives on politics and culture institutions, and it is divided into two chapters. The first chapter is about ethics and the posture of the Leeds Metropolitan University (LMU), which has taken the position of global ethics of Hans Küng and who promotes it through activities involving students, while they recount the origins of the LMU. The second chapter refers to the way in which the LMU has
launched initiatives focused on values to promote internationalization. The establishment of an international school in which subjects are taught and are fostered internationalization at the University or the development of initiatives such as the «International Reflections», brief daily reflections on a web page about the process involving both teachers and students and their relatives or support staff through which they have gained many valuable contributions.

The second part focuses on the assessment, learning, teaching and support to international students; it is divided into four chapters. The evaluation and the problems arising in the internationalization is the subject of the third chapter, reviewing aspects such as the differences between the forms of evaluation among different countries and need to understand the international forms of assessment. Orientation and support needs are the subject of the fourth chapter, which presents different approaches to help students, such as orientation prior to arrival or after your admission, establishing procedures for ongoing support, the presence of students mentors or programmes prior to courses. Another aspect that works the book in the fifth chapter is the training of teachers in international environments and as managers of intercultural learning environments. In Chapter 6 the issue of improving the quality of the experience of the student at the LMU by an audit is to see in which areas it is suitable to improve at this University using questionnaires online, discussion groups and surveys of managers.

In the third part, structured in four chapters, the authors focus on aspects related to the curriculum, employability and the revision of works on the subject. In Chapter 7 talks about the internationalized curriculum, their fundamentals and characteristics that must have. The next chapter focuses on employability, the features demanded by employers and how to improve practice in the internationalization of the institutions. Commitment to the community is the subject of Chapter 9, which breaks down the importance of the community as a source of experience and implications of the internationalization. Also, Chapter 10 presents a more diverse vision questioning traditional knowledge and proposing more inclusive pathways to the own contents.

Finally, the fourth part talks about internationalization in higher education from European prospects; it is divided into two chapters. Approaches to support services to international students is the subject of Chapter 11, which examines some principles of the institutions of higher
education to support international students, on the basis of a study on best practices of support students from different countries and the synthesis of international approaches. The final chapter shows 20 key factors for the internationalization of the institutions involved in international diversity with a strategic approach to implement cross-cultural approaches.

Each chapter includes case studies related to the subject matter. It is an easy read book in which van-shelling key in the internationalization aspects so that it ceases to be a theoretical or idyllic approach to become a reality. For this, it is necessary that the universities take awareness of the importance of the process and that contribute to the formalization of the progress that no doubt will bring to our lives a better quality.

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The impact of Digital Technologies (DT) in school systems have to be mainly focused in human contexts, where educational policies with ICT were launched. Hence, it is important that educational researchers and policy-makers consider it. According to Valverde is important that political processes that generate policy-makers must be well-known by educational researchers. Also managers from public administration have to know more about results from educational research.

Researchers with broad and extensive experience in educational technology from the University of Extremadura reflect and show in this book, the evolution of the implementation and integration of technological education policies in Extremadura.
The book has six chapters that provide a snapshot of the evolution of educational policies for the integration of ICT in the Extremadura Education System. First chapter makes an assessment of the effects of educational policies with ICT in the education system, and presents a model of educational innovation based on the concept proposed by Zhao and Frank *Ecosystem*. That chapter concludes with the idea that a change in the processes of integration of ICT in education is necessary. This change is treated as a modular model, inspired by open source projects.

The second chapter focuses on highlighting the policies of infrastructures and the importance of the use of free software (GNU / LINEX). Free software is an element that makes different the policies that take place in Extremadura. The *eScholarium* is presented as an educational platform that facilitates the access and acquisition of educational content and digital textbooks to students and teachers, as well as monitoring process.

Third chapter describes the educational projects promoted by the Ministry of Education, in general, and also consider the specific ones to develop educational policies with ICT in schools. Also the importance of the creation of the *National Center of Non-Profit Software to Curriculum Development Systems* to promote the creation and preservation of educational open-resources is treated. Fourth chapter focuses on the idea of transforming the organizational dimension of the centers and how involve teachers, especially management team and ICT coordinator, to promote a project that ensure the transformation of processes of ICT integration.

Fifth chapter points out some initiatives to improve the creation of curriculum using ICT and teaching support materials such as Joaquin Sama Awards, and others calls from Public Administration. Finally, the book present a list of legal documents specific from the Community of Extremadura organized by types of legal initiatives, scope and schedule.

To sum up, pedagogical integration of Digital Technologies at schools is not only a responsibility from teachers but also a global project for the school where everyone has to agree and be well-known of it. If it will be achieved, innovation may steer pedagogical action and make that digital technology and learning converge in an interconnected and multi-platform world.

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Revista de Educación is a scientific publication of the Spanish Ministry of Education, Culture and Sport. Founded in 1940, with the title 'Revista de Educación' since 1952, it has been an exceptional witness of the evolution of Education in the last decades, as well as a regarded channel for the diffusion of the advances in Research and Innovation in the field of Education from a national and international perspective. Revista de Educación is published by the Sub-directorate General of Documentation and Publications, and is at present attached to the National Institute for Educative Evaluation of the Directorate General of Evaluation and Territorial Cooperation.