



Reviews

Gairín, J.; Rodríguez-Gómez, D. (2020). *Aprendizaje organizativo e informal en los centros educativos*. Madrid: Ediciones Pirámide 162 pp. ISBN: 978-84-368-4280-7

Educational institutions have been incorporating various types of changes and innovations, due to great social, economic and technological changes. This fact implies a great challenge to be addressed by educational systems, highlighting the roles of school authorities and teachers, who must reinvent their way of learning. The change processes carried out by these agents are key to the educational context, since they will be reflected in the results.

Constant changes in education are pursued and required, given the liquid social context and the permanent dynamism in which people find themselves today. Therefore, updated training processes are sought that also serve for the future, since changes in education are a prevailing and necessary reality. A society in permanent change requires changing, versatile and adaptive organizations in response to the continuous transformation of society. The promotion of innovations and improvements in educational organizations not only implies the possession of knowledge, but also the involvement of the community that makes up the organization, through participation processes. In this way, the objective of increasing the quality and the possibilities of success in the improvement processes will be achieved, in the personal, professional and organizational fields.

The book invites the reader, as an educational professional who participates and is involved in the centre, to reflect on the processes of change in the educational organization. The content of the first block of the work provides a contextualization of the organizational improvement processes, from their need, to their design, development, evaluation and institutionalization of change. In this way, the book allows the reader to have a practical and versatile guide to the ways of carrying out organizational change processes. In the second block, various technological and

cooperative learning tools are provided for the practical performance of change. It aims to help the reader to know and incorporate into educational practice the main significant strategies of organizational and informal learning. Finally, it focuses on the need for organizational change through processes of participation of people, especially teachers and school authorities.

This work is structured in nine chapters that are organized as follows: (i) introduction and approach to the subject in relation to organizational and informal learning of teachers and school authorities; (ii) conceptual approach to the main notions and concepts of each chapter; (iii) presentation of various experiences and examples of good practices in relation to the improvement processes of educational centres; (iv) indications and strategies for readers to carry out organizational and informal learning processes; (v) conclusions and proposals for improvement for implementation.

The book presents proposals and evidence to improve the organization, from change processes to evaluation in educational organizations. Therefore, it has a reflective and applicative character. It establishes a synthesis of the main research related to functional orientations of the change processes, as well as the learning and experiences that the authors themselves have adopted throughout their trajectory. In conclusion, it is a work of a reflective, applicative and current nature in the dynamic social and educational context.

The book has great prestige, both for the authors and for its editorial quality. Ediciones Pirámide (Grupo Anaya, S.A.) is among the top fifteen publishers in the SPI ranking. In addition, the authors of the work are of great prestige both nationally and internationally. University professors such as Joaquín Gairín (Autonomous University of Barcelona), Serafín Antúnez (University of Barcelona) or Isabel Cantón (University of León) stand out.

Dr. Anabel Ramos-Pla

Sancho Gil, J. M., Hernández Hernández, F., Montero Mesa, L., de Pablo Pons, J., Rivas Flores, J. I., Ocaña Fernández, A. (Coords.) (2020). *Caminos y derivas para otra investigación educativa y social*. Barcelona: Octaedro. 315 pp. ISBN: 978-84-18083-69-3.

This book, *Caminos y derivas para otra investigación educativa y social* (*Paths and drifts for other educational and social research*) is the result of collaborative work carried out by researchers from the inter-university network REUNID (Red Universitaria de Investigación e Innovación Educativa). This is a complex and diverse piece of work, developed by 54 authors. It is undoubtedly a pertinent and necessary work, in which they propose, from the perspective of educational research, questions about the nature of educational research: its logic and its practices. In this way, debate and reflection are provided through a critical and divergent (perhaps even disruptive) approach which aims to question the risks and dangers of qualitative research that accommodates or is at least comfortable with, the logic of conservative institutions. The rules of the game are set, in part, by these institutions, and are assumed to be an important part of this qualitative science. This type of research is concerned, at times, with the form rather than the substance, a form that is drawn from assumed protocols and dynamics, which lack sense and become barriers that make it difficult to explore new paths.

While reading this work, I felt the constant call to consider the importance of understanding that there is no educational research outside of politics or ideology. Perhaps the drifts, which, as the result of historical evolution, have occurred and are occurring in educational research, force us to urgently put forward a debate from ontology, epistemology, methodology and ethics, to recover or possibly reconstruct the meaning of educational and social Research. There is an urgent need to break with instrumentalization and standardization, and to overcome the desire to measure and control, and to instead place value in another type of research, one that is committed to transformation.

The language in which this book is written will not leave anyone indifferent, since we are dealing with a complex discourse created from avant-garde terminology. This discourse opens with a preamble consisting of a brief presentation and introduction that serve as a context, and as a first bite -those that instead of satiating whet the appetite more- advance us part of the essence of the work:

The next reason is an invitation to conduct research that does not separate ontology, epistemology, methodology, and ethics. An investigation that pays attention to the intertwining between the human, the non-human and the material. An investigation that does not define in advance the way forward regarding the phenomenon on which it tries to offer some light, but rather allows itself to be surprised by what happens in the flow of the study.

The work is divided into three parts, with the first part dedicated to addressing issues related to the nature of the world, of reality beyond the human, from complexity, sensitivity and uncertainty. Named as *Emerging Onto-Epistemologies: Of that which cannot be separated*, this first part offers us seven chapters that invite us to reflect on the need to break with the hegemony of a positivist, anthropocentric, patriarchal and neoliberal epistemology, disruptive approaches that present concepts such as: post-ontology, post-humanism, post-materialism, post-qualitative research, a decolonial perspective or the feminist and inclusive turn.

The second part, *methodological perspectives*, consists of eight chapters where certain forms of this other type of research are proposed. These include more participatory strategies, ways of understanding the relationship between who investigates and who has historically been investigated. This type of research aspires to be more democratic, horizontal and participatory, where investigation is concerned with what is emerging, and with being surprised.

Finally, the third part, titled *Ethics, evaluation, dissemination and responsibility of the research*, is perhaps the most political part (if possible) of the work. This part deals with the idea of research that is at the service of justice, solidarity, freedom and equity – a form of investigation designed to transform, to be at the service of emancipation, where education is written in capital letters.

In conclusion, this is a fundamental piece of work for those people who are dedicated to research, those who wish to go beyond the logic to which we are accustomed and propose a debate that invites us to participate in the construction of another type of research.

Jesús Javier Moreno Parra

Fernández Portero, I & Cremades García, R. (2020). *Didáctica de la lengua para alumnado con TDAH*. Vigo: Editorial Academia del Hispanismo. ISBN: 978-84-17696-17-7. 168pp.

Without a doubt, this volume 168-page is one of the books that has surprised me the most in recent years. The book is published by the Academia del Hispanismo publishing house. The first thing is to highlight both its didactic character and its simplicity and accessibility for the potential reader. Being divided into seven chapters, the book deals mainly with the two poles mentioned in the title: the Hyperactivity Deficit Disorder (ADHD) and language teaching in a balanced way. The first chapter focuses on the definition, characteristics, etiology and evaluation along with the diagnosis of these students, indicating their comorbidity with other disorders such as those related to general learning, reading difficulties or motor control problems. The second chapter details the basic principles of Inclusive Education (antecedents, diversity, integration, inclusion) and a series of proposals for an optimal management of inclusive schools with special emphasis on the school organization and the educational model. To me, this is the chapter that, in many ways, it would have been desirable to approach in more depth. Although it is true that it deals with the different elements of Inclusive Education, perhaps a more detailed review would have helped those teachers who may seek to understand the inclusive school and who, in many cases, have students with special needs among their students. Even so, the organization and characteristics of these schools are clear. Another chapter that attracted my interest is the third one that deals with what Ronald L. Mace called The Universal Design for Learning (UDL) (chapter 3) and in which the authors focus on its application, whose principles are the “what”, “How” and “why” of the educational situation in the teaching of the language later since they bet on its validity despite being over 40 years old. In this way, the authors lead to the description of the curricular and methodological foundations for students with ADHD. This chapter four is a very short and serves to introduce the main chapters: the fifth chapter, on the strategies to provide means of representation that will include the presentation of the information, and the presentation of the language (vocabulary, symbols, syntax and an approach of the same to the mother tongues and foreign languages from production such as language understanding); Chapter six is very practical and focuses on the forms of action

and expression of the language with a clear nod to the use of technology and the facilitating tools to support students through good planning and management of resources and information; finally, chapter seven focuses on teaching strategy focusing on interest and motivation as well as the development of autonomy and the development of the capacity for effort and teamwork and collaborative work. It is noteworthy that the authors prioritize two fundamental factors: education should rely on self-gratification effort and they also state that support and feedback should be aimed at excellence, moving away from more conventional models in which students with ADHD must pass through the classrooms simply meeting the minimum requirements.

This volume is very welcome for many reasons. First, it has a great deal of very well edited information; the second is that it develops the reader's ability to extrapolate theory with very practical cases and techniques. One thing that is missing is the introduction of some reflection questions that are so important in these types of manuals. It also lacks a conclusive chapter that would have helped create a circularity in the content. However, this book, which is aimed at professionals and future teachers, has an undeniable quality and will be of great use to those who are facing this type of student body for the first time. In this sense, it highlights the sensitivity and a tone of commitment that no teacher should not miss today.

Jesús García Laborda

