

Carrascal Domínguez, S., y Ceballos Viro, I. (coords.) (2017). *12 Miradas: Perspectivas actuales en educación, arte y sociedad*. Madrid: Universitas. 257 pp. ISBN: 978-84-7991-476-9.

This is a collective work carried out by members of the Research Group Culture, Society and Education (CSE) from the Faculty of Education at the Camilo José Cela University, in collaboration with other professors and researchers.

In a context in which education needs to evolve at the same speed as society does, this book does not suggest only twelve visions but a set of adequate lenses to understand education, culture and society. The Research Group CSE reflects about the teaching and learning processes in tight relationship with society and art. Their objective is to offer innovations and proposals supported by solid scientific foundation and they do it through twelve different perspectives, belonging to fields as diverse as music education, special needs or cinema.

The book is divided in three parts that address relationships among culture, society and education. The first part, entitled *Perspectives in Teaching and Learning*, starts with a chapter about the connection between the correct use of ICT and the development of executive intelligence, necessary to conduct functions such as sustained attention, task planning or working memory among others. The second chapter analyses through a questionnaire the training of Physical Education teachers on teaching styles and how they apply them to their lessons. The third chapter studies the positive influence that coaching could have in Early Years as a methodology to facilitate emotional development among students.

The second part, *Perspectives in Education and Arts*, presents five chapters which reflect on the inclusion of different arts as a vehicle for learning. The first three chapters share a common visual perspective: the first one proposes to work on visual literacy with students with

intellectual disability through the use of photographs, as a tool to develop social and civic competences; the second chapter analyses the features and educational possibilities of literary genres and formats in which illustrations have a key role, as in the case of picturebooks, comics or visual poetry, for example; the third one reflects on the importance of media and audiovisual literacy as a fundamental element of education in current society, offering also a set of teaching resources. The second block of this part continues with a chapter about the importance of music for the development of sensibility and emotional education, beyond the cultural and artistic competences that are traditionally addressed. Finally, authors present a chapter which defends the inclusion of flamenco tap dance in the curriculum, providing activities and resources for the classroom.

The third part of the book is entitled *Perspectives in Education and Society* and is focused on the relationship between the education system and its sociocultural context. The first chapter analyses the competences in the current legal framework from an anthropological perspective, in order to establish what cultural models underlie in the education standards. The second chapter emphasises the need of promoting healthy habits from Early Years, highlighting again the importance of emotional education. The third chapter reflects on the situation of immigrant students in the current education system, considering diversity and intercultural education and studying the influence of the linguistic factor for integration. The last chapter of this part focuses on bullying, investigating the perception that high school principals have about this phenomenon.

As a conclusion, this book explores lines of research and horizons with current relevance in the education landscape, with the aim of meeting the needs of our sociocultural context. One of their mayor assets is the defence of art as an educational resource, transformational element and fundamental link between school and society. On the other hand, the acknowledgment of the importance of teacher professional development is patent throughout the book, stating the commitment of the Research Group CSE with lifelong learning.

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