



Reviews

Pérez Pérez, C. (2016). *Educación en valores para la ciudadanía. Estrategias y técnicas de aprendizaje*. Bilbao: Desclée de Brouwer.

To the extent that the human being is released from instinct, he/she has moral ability and the possibility of making him/herself through education. For this reason, civic and citizenship values constitute a fundamental content without which education would not be possible nowadays.

In the piece reviewed, Professor Cruz Pérez presents citizenship as a multisided concept that encompasses different spheres such as legal, social, economic, civic, intercultural or cosmopolitan; each with its educational implications, amplified during the last decades because of the growing interest on the subject among the European Union context.

If we focus the scope of the Formal Education System as the author points out, teachers find it difficult to approach to values education. Among complexities remarked there are: lack of tradition to program teaching-contents; difficulty of using strategies for value and attitudes modification; complexity for introducing the social and familiar network organizations in school; indoctrination danger; the influence of Social Media; a strong disposition of many teachers to teach individually; and their formative necessities to exercise a quality values education.

Anyway, the key question raised is “educating for what values?”. Answering to this question, the book makes a clear commitment to education for a minimal ethics, in tune with the proposals of relevant authors such as A. Cortina or J. Escámez. Under this concept various proposals have been gathered based on the idea that inside an open and plural society it is necessary and unavoidable to educate for values that can be assumed by everyone.

To address these key issues, the book describes the main theories from which it is possible to educate in values: sociology, clarification of values, development of moral judgment, character education and

philosophy for children; while presenting those pedagogies postulates derived from each one of them.

Values education for exercising citizenship holds a complete chapter, where it is studied the historical trajectory, globalization and emergence of contexts full of cultural plurality, those legal aspects as normative rights, the European context and the current information and communication society. Strategies the author considers more suitable to educate citizens in the school context are collected, among which it should be highlighted the organization of centers according to a model of democratic participation, education for coexistence and conflict resolution, as well as collaboration and solidarity culture regarding the needs of the community, among others.

A chapter is also dedicated to describing and analyzing techniques for learning values that have been most effective for training good citizens. To this goal, sixteen specific techniques are selected, describing in detail the aims, content, application, teacher's role and evaluation methods. The objective is to provide educational intervention tools to teachers in an area where there it is a great lack of resources and information.

Techniques usually finish with debate and exchange of impressions that have appeared throughout the activity, giving a conclusive character to the work done. Eventually, it is about bringing values to action and reflection in a constantly propositional and shared way.

The book has its final touch regarding the complex subject of values evaluation, understood as continuous, global, formative and processual; becoming particularly relevant elements such as distinction between personal opinion and knowledge and skills of students, perception of comments, acquisition of moral values and the use of different types of evaluation instruments and techniques.

It is, in short, a book that collects the theoretical updates without renouncing the more classic approaches nor stop providing practical solutions for values education, both from a school perspective and from a growing social and citizen concern.

Fran J. Garcia-Garcia

Monarca, H. y Thoilliez, B. (Coords.) (2017). *La profesionalización docente: debates y propuestas*. Madrid: Síntesis. pp. 146. ISBN: 978-84-9171-045-5

Along its ten chapters, the authors bring the current worry of «filling the classrooms with “effective teachers”» (p. 9), trying to raise awareness of the present weakening of the teaching profession by endorsing a revised literature, at the same time that the importance of the initial training of teachers is claimed.

Enric Prats and Ana Marín view the university as the main trainer of the future teachers, as well as they invite us to think about its present role, insisting on the necessity of providing a solid education based on a triple training dimension: cultural, intellectual and researching.

Paul Standish criticizes the idea of education as an exchange within a closed economy, where education generates outcomes being at the service of accountability in the teaching practice. Thereby, he upholds «economies of excess of otherness and intensity» (p.40) to understand what does really matter.

Then, Héctor Monarca develops the idea of teacher professionalism and introduces some fragmentations and contradictions. Highlighting its polysemic character, the author claims that alternative ways leading to «transforming and liberating praxis» (p.50) are possible.

Bianca Thoilliez defends two main ideas: on the one hand, that orientating the teaching profession to produce objective learning outcomes fractures the basis of teaching; and on the other hand, that the best way to prepare the future teachers is not settled in a teacher professional development (TPD) model based on evidences, as educate is «more a heroic surgery than a technical protocol» (p.62).

Afterwards, Geo Saura and Noelia Fernández-González develop the ideas of “teachers governed by numbers” and contemporary educational reforms based on commercial logics, showing the TPD as a new pretended professionalism where governments are modelling the profession. In the end, the authors disapprove the appearance of endoprivatization mechanisms that are globally de-professionalising teaching.

Further, Fernando Gil Cantero refers to teachers as people who must cultivate themselves and worry about their own personal and intellectual growing, in other words, who want to be better. Therefore, he demands a pedagogical theory mastery and more reflection and educational judgment to give consistency to the own ideals and pedagogical convictions.

To conceptualize teacher's identity is Tania Alonso's task, who views initial training as a key moment to settle the basis of professional teacher's identity and to overcome the *identity crisis* or «the lack of teacher's own voice when it comes to telling themselves who are they and which role do they play in schools and society» (p.93). Endorsing Charles Taylor literature, she claims the need for a solid teacher's identity.

Jesús Manso compares the importance of the initial training of teachers for the TPD with the first years of life for people development. He defines the induction period to the teaching profession and reflects on the different ruptures that emerge within the process. To conclude, he requests more prominence of teachers in the actions being taking around these debates.

David Reyero reminds us that «it is impossible to be a good teacher without mastering what is taught» (p.125) and demands a solid curricular training. Moreover, he criticizes the secondary role that cultural contents are taking and suggests increasing its value in the educational curriculum, examining the pedagogical competences, recruiting the best teachers and educating them in those cultural contents.

Finally, Inmaculada Egido analyses the teaching practicum after narratively revising different studies. Focused in the national sphere, she explains the main points in relation to the roles and tasks accomplish by student teachers, the practicum tutors and supervisors, the schools, the relation between those and the university, and the organization, development and assessment of this period. The conclusions suggested, as she says, could be a first step for the future design of a quality practicum programme.

The book presents a complete revision of the main points regarding the TPD, and along its pages the authors manage to catch our attention inviting us to take part of the educational debates presented and generating an inescapable self-reflection. Some of the authors demand more thinking, contact and discussion on the literature from the prospective teachers, ¿why not start by leaving this book on their tables? *La profesionalización docente: debates y propuestas* should be a must-read and a source of debate in the classrooms of the faculties of education.

Virginia Cabadas Maldonado