Reviews

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Motos, T. (2020). *Teatro en la educación (España, 1970-2018).* **Barcelona: Octaedro, 276 pp. ISBN: 978-84-18083-01-3.**

The book makes a journey through the relationship between Theatre and Education in Spain between 1970 and 2018. Starting from the different terms used to name the performing Arts Applied to Education and the pedagogical and psychological theories in which they have their roots, the content is organized in the periods of validity of the Educational laws. In addition, the contributions of seminal authors are analysed on whose ideas, the pedagogy of Theatre in Education (TE) are based on. Here is the content of the first part of the book.

In its pages it is defended that both academics, teachers and educators and other people who work with dramatic activities in their professional practice should become aware of the need to know how ET has evolved. The main reason is that whoever ignores history -as postulated by the author- will always repeat what others have already done, including their mistakes, since we are what we are because others did what they did. If we do not know where we come from, where we are and where we can go, we will be unable to build the future.

The author emphasizes that when it comes to making any study on Education , it is found that it is inexorably prescribed by the executive powers of the Government, which are the ones that draft and impose educational laws, and that, in turn, these are conditioned by the economic powers. The second section of the book covers the duration of the LGE (1970-1990) and focuses on the boom in Children's and Youth Theatre, on the self-training of teachers, on the authors and entertainment companies of the 70s and 80s and on the birth of ASSITEJ and Independent Theatre.

The third part covers the period between 1990 and 2002, in which the decline of socialist ideology and the rise to power of the Popular Party took place, which meant that neoliberal thought permeated Politics, Economy, Education and Social Values. It refers to the time that the LOGSE was in effect until the LOCE was implemented. The type of

teacher training in TE is exposed, the works and the authors of Child and Youth Theatre as well, the birth of Municipal Drama Schools and the use of didactic guides, as material to mediate between creators, artists and spectators, and so on.

The fourth part looks at the period of validity of the LOE and LOMCE educational laws (years 2004 to 2018). The socio-political context is specified by the two Socialist mandates and the two periods of the Popular ones confirms the failure of neoliberal policies. A review of the Theatre for young people today is made and the possibilities of new fields that Applied Theatre opens. In this sense, the use of dramatic strategies for teaching a second language is proposed and for inclusion and attention to diversity. In addition, it deeps into the expansion of Social Media and its impact, both in conventional theatre and in TE. And finally, the author analyses the postdramatic theatre and the changes that the fact of facing other narrative schemes different from the Aristotelian ones bring to the theatrical literacy of the young people.

The book concludes with the following reflection: since the second half of the 20th century, Theatre and Dramatic Activities have been a renewing agent of pedagogical thought and educational practices, fostering the miscegenation of ideas and procedures, and thus becoming in one of the dynamic elements of Education. The school, which is a closed system, and which teaches through images of reality and not reality itself, has been fertilized by Theatre, which is an open practice. Theatre helps to break down the walls of the classroom. Paraphrasing the author, "Theatre, despite of being an ephemeral art, always leaves a trace", we think that this book will also leave traces on the reader and it will help to put Theatre in Education, with all that this implies, in the social and educational planification.

Antoni Navarro Amorós

Martín Vegas, R. A. (2019). *Desarrollo de la competencia lingüística y literaria en la educación primaria.* **Madrid: Editorial Síntesis. 212 pp. ISBN: 978-84-917173-5-5.**

The linguistic and literary competence of kids in Elementary Education is key in that language is fundamental to human life because

we use it to communicate with others, to speak about ourselves and to transmit the culture of our speech community and, at the same time, it has a determining role in education, as it allows us to access curricular knowledge, as well as "learning to learn".

In this sense, the book by Professor Martín Vegas, *Desarrollo de la competencia lingüística y literaria en la educación primaria* is a very important work. It promotes reflection, social skills and the integration of content into the teaching of the Spanish language in primary school, in order to improve the ability to understand and express all kinds of messages in the most diverse communicative situations and taking into account the student`s competence, age and development (p.11). This is the second volume of the collection *Recursos didácticos en lengua española y literatura* edited by Síntesis and that the author began in 2015 with the work *El desarrollo del lenguaje en la educación infantil*, a mandatory reference book.

Specifically, this volume consists of seven chapters, the first one is the introduction. The author states her theoretical and applied methodologies of linguistic and literary issues which are intended for practicing and training teachers, as well as for other educators, tutors and relatives who, in a complementary and conscious way, want to facilitate children's language development (p.15).

Chapter 2. The first topic is effective communication techniques. Unlike other works, this begins by referring to the communicative capacity of the teacher and not of the student. For the author, the effectiveness of her teaching depends both on the communication techniques she uses in class, as well as on her command of the language and knowledge of the basic principles of language science in communication.

In the chapters that follow, like chapter 3, the author focuses on different aspects of student training. Literacy refers to reading and writing, which is a topic of paramount importance in primary school as it affects both the child's education and his own life in a transversal way. In addition to traditional issues such as spelling and textual typology, this chapter also deals with literacy in relation to digital competence.

In Chapter 4. Promotion of reading and literary education: culture and access to classic texts presents a series of proposals in order to work on literary education, as well as to promote reading habits in elementary schools, a clear and constant objective at this stage, and the initiation in reading the classics.

Chapter 5. The oral and written creative discourse in which the author claims creativity and offers a theoretical-practical reflection on the teaching of oral and written texts, on the genres and proposals of activities in the classroom.

Language teaching in a multicultural and multilingual school is a crucial issue in education. Hence, Martín Vegas dedicates a chapter of her work to this social fact, specifically, Chapter 6. The teaching of the Spanish language in a multicultural school with the suggested integration of language teaching, which helps both native and foreigners studying in Spain.

The book closes with Chapter 7. Metalinguistic awareness for language development. This chapter focuses on teaching grammar in the Elementary classroom. For this, it attends to the different linguistic levels starting from linguistic, morphological, syntactic and discursive awareness.

In short, it is a coherent, functional and innovative proposal that provides the reader with the knowledge and strategies which are necessary to promote the development of linguistic and literary communication skills at elementary school.

Margarita Isabel Asensio Pastor

Llaneza, P. (2019). *Data Nomics*. Barcelona: DEUSTO S.A. Ediciones. 304 pp. ISBN: 978-84-234302-0-8.

Llaneza addresses in this book, masterfully, how our data are used and how reading our data give a faithful reflection of our behaviours, attitudes, thoughts and ideals. This allows States and other companies to take decisions about us. Artificial intelligence let to predict behaviours more accurate and let anticipate on what will happen. Other concepts that are worked on the book are related with the construction of the digital identity versus privacy in areas as: family environment, search history on Google, the intrusion of the Internet of Things, the creation of biometric databases, our DNA, etc. Each chapter reflects in depth on concrete and real cases in terms that George Dyson anticipated: the problem will be that we are building systems that are beyond of our control capabilities.

Thus, in times where the contradiction of wanting to keep your life out of minds, who try to troyanize it, in a space-time line. It is necessary to act and safeguard privacy from the analysis of the intrusiveness that mobile technologies make of our lives, through the use and consumption of data. But not only, mobile technologies are mobiles, but also iPad, activity trackers, cloud storage, and their implication at different areas of our lives.

In this work, she analyzed through facts and reports, the hidden faces of personal data that we provide on Internet and the use of them for the benefit of a few. It is very important to be aware of this reality, and how personal information is collected and is used for unethical purposes. For that, it is important to open minds to propose future interventions with students at the classroom. This is a practical and enlightening book that gives us keys, tips, tools and proposals about how we can protect our privacy.

The monopoly of GAFA (Google, Apple, Facebook and Amazon) is such that, according to this author, it hinders innovation by abusing its position of dominance in the market. The EU has begun to take unprecedented action towards these companies not only because of abuse of dominance in the market, but also because of the continued campaigns of misinformation (fake news) and political manipulation uncovered through the Cambridge Analytica data scandal.

Facebook as one of the largest repositories of *doppelgänger* (literary figure that is defined as the twin-ghost of a living person) configures, quite accurately, our digital alter ego due to data that we provide them. Think about consequences of uploading pictures of our children from the very beginning on Facebook. They will grow up with a digital twin since they were born or since the first ultrasound was shared via whatsApp. They will not have an independent life because someone uploaded personal information about them. This data will be stored for life, subject to diverse legislation, which will change over time and with unpredictable consequences for children.

On the other hand, it is important point out that Google has become our eternal memory. It has more than one billion monthly active users without mention the huge amount of data it collects from all of us.

Another point this book rely on using of techniques to create psychological dependencies from social networks. Facebook and Twitter usually apply similar methods to those of the gaming industry use, to keep users hooked on their apps.

The author treats in an excellent way how *datismo* evolves and acquires value when the data is analyzed in combination with others. According to data scientists, the challenge for the medium-term future is to come up with algorithms that are capable of accurately predicting and manipulating the behaviour of individuals. Here there is a high risk that can directly affect to personal cybersecurity. The debate is analyzed from different disciplines such as artificial intelligence (AI), data processing, cloud, computing capacity, machine learning, and ethics. The truth is that mathematical models are not entirely neutral. They imply the biases of the person who programs them and the errors of their design. According to the author they are "mathematics of mass destruction".

In 2018, Tim Cook warned that the enormous treatment of data by certain companies seriously damages society. Therefore privacy laws are necessary at global level to protect global citizens.

Perhaps, it is the moment where the privacy is a key issue on which citizen must be sensitized. They need tools to exercise the right to rectify and cancel personal data when they deem appropriate.

Generation Z is aware of the importance of their online reputation and they take steps to protect it. However, for this generation the desire to be connected, get social approval, and social reciprocity outweigh the consequences of sharing private information to third parties for exchange other services. The generation Z is more concerned with privacy than millennial, but less than Generation X or Baby Boomers.

These are some of the arguments and reflections of this book, written by Paloma Llaneza. She affirms that the potential of technology is based on the faith that people have in it. We count our lives, we publish our thoughts and the devices do the rest.

Alicia González-Pérez