

REVIEWS

MIRADA PEDAGÓGICA. TEORÍA DE LA EDUCACIÓN, METODOLOGÍA Y FOCALIZACIONES

Touriñán, J. M. y Sáez, R. (2015). Santiago de Compostela: Andavira. 435 pp. ISBN: 978-84-8408-887-5

Professors Touriñán and Sáez have realised a review and update of their book of 2012 that now is edited in a new publisher with a title that puts the main emphasis in one of the fundamental concepts of the work: *La mirada pedagógica*. In this edition, the authors offer us new contents, fundamentally in the chapters 7 and 9. Besides, they qualify concepts used in the previous edition and update pictures and bibliography.

The central axis of the work is that the education is object of knowledge analysed since epistemological approaches, methodological concepts, substantive disciplines, pedagogical focus, specific pedagogical minds and specialized pedagogical look. That the pedagogy analyses the field of reality that is the education like object of knowledge and like activity, it is founded and attested.

The authors structure the book in nine interconnected chapters in a logical and rigorous way. The contents of these chapters are developed in a consecutively disposition, that allows and builds a pedagogical text or view.

Professor Sáez offers us along the first four chapters a complete and exhaustive vision of the epistemological principles that that will have as

basic methodological principles: the openness, prescriptivity, objectual connection and methodological pluralism. Professor Touriñán deepens in the five following chapters on the principles of pedagogical research from the epistemological perspective: objectivity of knowledge of education, functional autonomy of Pedagogy, objectual complexity of 'education', methodological complementarity and significance or meaningfulness of educational knowledge, defined as problem-solving ability, is attributed to knowledge of education in different research perspectives and approaches.

It must stand out that this work deals with much more than a reprint of the one of the 2012. The authors have updated their argumentations, offering us with this new edition a work that deserves our best consideration and that, definitely, will constitute an important contribution that will keep on being very useful to understand the knowledge of the education.

The excellence and opportunity of this new edition deserves our congratulation to the authors, as the recommendation of its use to the people who is learning and working in the educational field. But, in especially sense, for the future generations of pedagogues and teachers.

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