

BOOK REVIEWS

TRAYECTORIAS DE LAS AULAS ESPECIALES. LOS DISPOSITIVOS DE ATENCIÓN EDUCATIVA AL ALUMNADO DE ORIGEN EXTRANJERO A EXAMEN

Rodríguez-Izquierdo, R. M., González-Falcón, I., & Goenechea, C. (Eds.) (2018). Barcelona: Bellaterra 318 páginas. ISBN: 978-84-7290-881-9

Attention to students of foreign origin continues being one of the principal challenges of our schools. Result of the I+D+i project “Constructing differences in the school. Studies of the pathways of the Temporary Classrooms of Linguistic Adjustment (ATAL in Spanish) in Andalusia, of teachers and of students” (CSO2013-43266-R), we find the book that we present.

With the aim to investigate in the educational processes that it produces in the “special classrooms” that aim at immigrant students, departing from learning of Spanish as form of integration, this manual analyzes the educational approaches for the inclusion of students that behind in these devices, besides the difficulties that it finds in the practice and the obtained advances. Using as reference the ATAL, there are demonstrated the processes of differentiation, integration and/or exclusion in Andalusian schools.

This book is distributed in twelve chapters: (1) Constructing/recognizing differences in the school studying the pathways; (2) Special classrooms of attention to immigrant students in Spain; (3) An international look. Linguistic attention to students of ethnic minorities in schools of France and England; (4) Teachers of special classrooms: approximation to some aspects of his paths of working life and valuations of his work in those devices; (5) Pathways of temporary classroom of

linguistic adjustment teachers: valuations of the educational community; (6) Temporary Classroom of Linguistic Adjustment teachers. Careers of roaming; (7) Abdou’s life history. An unexpected migration; (8) Fatma or the fight against the double exclusion; (9) Socio-educational pathway of Brahim. Factors that affect in the academic success; (10) Immigration and educational success. The failure of the school, Andrei’s life history; (11) Chiaroscuros in the relation between immigration and teaching of the language to students of foreign nationality in Andalusia; and (12) Evolution of the regulation and resources for the attention to foreign students: present and future of temporary classrooms of linguistic adjustment.

The first chapter realizes a presentation of the content, clarifying the current context of schools in Andalusia concerning the cultural diversity and migrations and the origin and evolution of ATAL, central topic of the rest of chapters. A second part, included by the chapters 2 and 3, analyzes these devices in Spain and European context. The Spanish regulation is checked in relation to the educational attention of students of foreign origin, doing special support in the linguistic as measured dip of integration, beside valuing the pedagogic theories that sustain these resources. In the chapter 3, we can find the situation in France and England, with different models of management of the cultural diversity.

Later chapters (4, 5 and 6), they focus on the figure of ATAL teachers, as indispensable element for the development of this resource. They analyze the results in relation to their expectations on ATAL and about their self as teachers, as well as the challenges and difficulties identified in this resource and in their professional work. In

addition, it appears the valuations of the educational community (managers of the educational Administration, teachers of centers, mentors and management teams) about different aspects of ATAL teachers. Finally, the roaming is highlighted as essential factor in the definition of the professional careers of those teachers.

From chapter 7 to 10, they present different life histories of students that have formed a part of ATAL along his school pathway. Using as base the reflections of the own students, as well as family members, friends or teachers in some cases, there are analyzed his familiar and cultural origins, migratory processes, their experiences of school integration in Spain, difficulties with the learning of the language or relations with their families, friends and teachers during the above-mentioned process. In this way, it is contributed the perspective of students of foreign origin in the analysis and valuation of ATAL in Andalusia.

The last two chapters that use as closing to this contribution present, on the one hand, a valuation

of models of management of the cultural diversity in ATAL, as well as a thought about improvements in the formulation of these devices. The last chapter checks the normative development of resources of attention to immigrant students statewide and Andalusian, focusing in ATAL, to finish with an analysis of the model of management of the cultural diversity who is in the base of the educational Andalusian politics.

In synthesis, this book raises an interesting vision on ATAL, combining the normative perspective with the real practice, giving voice to people involved in these resources, specially students and teachers. With a scientific, interesting and updated literature and a clear language, it allows to contrast the theory with the practice and establishing proposals to get an inclusive and intercultural education.

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DISEÑO Y EVALUACIÓN DE PROGRAMAS EDUCATIVOS EN EL ÁMBITO SOCIAL. ACTIVIDAD FÍSICA Y DRAMATERAPIA

Pino-Juste, Margarita (coord.). (2017). Madrid: Alianza. 299 páginas. ISBN: 978-84-9104-729-2

The book collects the works of several authors who design, from different approaches, educational action programs rethought from different nuclear axes and educational scenarios. The text is of great importance for the initial and continuous training of educators from the field of research or teaching praxis. However, both the theme addressed and the clarity of the exposition make the interest of reading remain, without the previous training of the reader being something determinant to understand the arguments made by the authors.

Chapter 1 "Evolutionary development: Implications in the development of programs". It reveals the different stages of evolutionary development and deepens in the analysis of the theoretical, methodological and relevant processes in order to promote the integral development and attention to the diversity of the students. In chapter 2 "Design and evolution of educational programs" starting from the premise that the objective of the educator is to ensure that the person develops a broad set of skills throughout life is considered essential to design educational programs that favor the domain of those skills from

the detailed planning of each of the elements that make up the curriculum.

In "Physical activity and health", title of chapter 3, it is pointed out that integral education implies helping the student to acquire knowledge about healthy options. The author links personal well-being with physical exercise, rest and a proper diet, trying to improve the quality of life and delaying aging, improving mood and cardiocirculatory and respiratory functions.

The importance of the intervention from the therapeutic and pedagogical scope to eliminate the psychological consequences and eradicate the conditions of inequality is discussed in Chapter 4 under the title "Drama therapy program for victims of gender violence". A program is designed to carry out with women victims of gender violence in the attempt to eliminate the stereotypes that determine social interaction. In Chapter 5 "Program of corporal expression with cancer patients" it is maintained that a physically active life can prevent diseases such as breast cancer by improving the quality of physical and mental life. A program of corporal expression is proposed as a therapeutic technique aimed at improving the lifestyle of oncological patients. As noted in Chapter 6 "Drama therapy program for people with mental health impairment", numerous studies support the effectiveness of the arts in the recovery of mental illnesses (p.154), specifically when working with theatrical processes to achieve objectives. therapeutic The game

allows them to know the environment, develop the expression, self-understanding, raise self-esteem and empathy. A specific program for people with mental illnesses is described.

Chapter 7 “Hippotherapy program with autistic people”. The advantages of hippotherapy have been observed in interventions carried out with autistic children, raising their sensibility, sensory response and social motivation and manifesting a lower tendency to lack attention and sedentary behaviors (p.201) intervening in the psychological, emotional sphere, educational and social. A program is designed with the aim of contributing to consolidate the beneficial effects of hippotherapy. Chapter 8 “Acrobatic Gymnastics Program for the Improvement of Social and Personal Skills in Adolescents” presents an educational intervention program in the area of Physical Education in order to improve social relationships and learning skills of adolescents.

In order to prevent musculoskeletal disorders in the workplace due to incorrect postures, in Chapter 9 “Program of postural hygiene and physical activity in the workplace with workers with data display screens”, a postural hygiene program has been designed and physical activity contributing to improve the quality of life of workers. Chapter 10 “Physical activity program for children with

specific educational support needs”, refers to several researches carried out on the importance of physical activity in people with special educational needs, focusing on the improvement of intellectual, cognitive and physical skills; being of the utmost importance the early detection of the difficulties. An intervention program is designed.

The complexity of the teaching-learning process requires reflecting on the teaching practice with the purpose of offering educational responses adjusted to the diversity in the classrooms from the committed interaction of the teacher with each one of the students. In this way, the aforementioned work highlights the diversity and educational interaction by explicit reference to the basic and inherent elements of education, aspects that are part of the title of the work that is reviewed here and that guide its content from its projection in the classrooms. It is for this reason, a work of obligatory consultation for all those educators with concerns and aspirations for improvement.

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DESAÍOS PARA LA EDUCACIÓN SOCIAL EN TIEMPOS DE CAMBIO. PROPUESTAS DE TRABAJO PARA LA INTERVENCIÓN SOCIOEDUCATIVA

Colectivo JIPS (2018). Archidona (Málaga): Aljibe
360 páginas. ISBN: 978-84-9700 863 1

The Young Researchers in Social Pedagogy (JIPS) collective was conceived within the framework of a relationship facilitated by the Ibero-American Society of Social Pedagogy (SIPS). The SIPS is a scientific society of over thirty years standing whose main purpose is to generate theoretical and conceptual knowledge regarding social pedagogy in countries such as Spain, Portugal and the Latin American environment, but also in its relationship with academics and professionals from other regions and countries of the world.

In recent years, a debate and the beginnings of a relationship were generated at the SIPS annual meetings by those younger members who were conducting their doctoral research or who had recently completed their doctoral theses. Beyond the university environments in which they worked or the specific topic of their research, the first meetings served to share similar professional

concerns, reflections and moments, which led to the idea of generating a collective. Thus, the SIPS Young Researchers in Social Pedagogy collective was born.

The book presented here is the first joint work created by members of the JIPS collective: twenty-four young PhD holders and social education professionals. The text, composed of fifteen chapters, is structured around the four main areas of knowledge outlined in the Delors report: *knowing how to understand/how to know; knowing how to be; know-how and knowing how to act*.

We believe that analysing these four areas of knowledge will allow us to establish a dialectic in the field of social education: each of these four areas of knowledge represents a challenge for the socio-educational practices inherent in social education. To overcome them, the authors propose a set of challenges in and for social education. Thus, the content of the book is organized around the following four thematic blocks or *Challenges for social education*:

- V. Challenges of understanding a society in change. Challenges of interpreting the world.

- VI. Challenges in social education related to being. Conceptual challenges.
- VII. Challenges in social education practice. Methodological challenges.
- VIII. Challenges facing the social educator as a professional with regard to knowing how to be. Internal challenges of the profession.

The first block is dedicated to understanding/ knowing the challenges facing the practice of social education in the current context. These are related to the need to address diversity and inequality, understand the role played by citizens in social change and knowing the effects of and educational opportunities posed by technology in our daily lives.

The second block focuses on the challenge of knowing how to be, and where the conceptual challenges of social education present themselves: What is our profession's reason for being? What is social pedagogy like in our globalized world? What is the role of social education in traditional contexts such as school or in contexts where deprivation of liberty makes the very idea of education difficult? These are some of the challenges

that conceptualize and define our profession and are addressed throughout the chapters comprising the second block. The third block – know-how – poses the methodological challenges for education and for new ways of implementing social education. These are related to four actions that social educators must perform in their daily lives: accompanying people, working with communities, generating synergies and networking, and organizing evaluative and participatory processes for social improvement.

The fourth block presents the challenges intrinsic to the profession, or knowing how to act as a professional: Where does the social educator stand with respect to others (users or people)? How is social education related to the social movements and citizens with whom it shares concerns and goals? How are educators trained and how should they be?

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OCIO Y PARTICIPACIÓN SOCIAL EN ENTORNOS COMUNITARIOS

The book presented here is the result of synergies generated among the OcioGune research team network, made up of ten teams from Spanish universities whose research in the field of leisure has won recognition and renown. The editors of this work, Ana Ponce de León, Professor at the University of La Rioja and currently OcioGune network Chairperson, and Aurora Madariaga, Lecturer at the University of Deusto and Vice-Chairperson to the network, have chosen to highlight the strengths of a decade of such coordinated efforts by teams of researchers highly specialised in the field of leisure. This network is further enhanced with research groups from Latin America sharing objectives with those specific to the network.

The material in hand, therefore, represents a new breakthrough offering novel research perspectives led by an inter-university team whose target is to encourage research and the transfer of knowledge in the myriad aspects of leisure. The conducting thread throughout these chapters is a humanistic notion of leisure that aims to contribute to human development and wellbeing from personal and social perspectives. The diversity of subjects, approaches and disciplines addressed provides a vast scope for complementary and

interdisciplinary work in the chosen field of study, which is precisely where its greatest value lies.

In more specific terms, this book builds a panoramic view of current views on leisure and its real importance. In terms of age groups, it refers to the prenatal stage, infancy, adolescence, the elderly, and leisure in general throughout life. A gender approach is given; local innovative proposals are included, along with initiatives within universities and associations and scenarios of risk and vulnerability; all without overlooking a technological focus from a dynamic standpoint. This work likewise raises issues such as governance, social cohesion and participation, and highlights concrete experiments such as urban kitchen-gardens and motor situations for cooperation with a focus on their contribution to leisure and recreational activity.

Overall, these studies allow us to perceive the relationships between leisure and environment, and between leisure and the community. Existential insights are offered where individuals can shape their sense of belonging from a baseline of subjective experience. The value of each of the different contexts and settings from which this springs is highlighted from humanistic leisure practices.

Research based on evidence, theoretical approaches supported on analysis and reflection: all of these are to provide fulfilling reading through

which to reach the diverse and complex variety present in a comprehensive perspective on heterogeneous proposals. These, at the same time, are interconnected from a community angle of leisure and social inclusion. This book will lead the reader on a tour of leisure today through different actors, agents and environments, moving laterally from one specific focus to another.

In the twelve chapters that make up this work, we encounter contributions from Latin America on micro realities, within specific surroundings, through the scrutiny of social and civic leisure in Ecuador, while the Colombian perspective examines the leisure-family relationship through the 'Caja de Compensación Familiar' in the town of Huila. National contributions range from an inter-generational stance from before birth, when the needs and interests of infants are essential to the construction of an active citizenship; the situation of adolescents vis-à-vis leisure in situations of conflict with institutions and under normative frameworks; the vulnerability of young people and educational implications linked to leisure and recreational activities; grown-ups' implication in

university environments from a viewpoint of leisure and social participation; and, necessarily, a transversal perspective on life-long leisure is also examined.

This work also covers a feminist outlook on women's leisure and how their pattern of social participation is formed, and how the concept of governance and community environment gains structure from cultural associations.

Certain specific, current issues are dealt with in detail, such as a motley array of digital entertainment comprising Pokémon, tweets and gamification. The most traditional perspective is covered in the revival of community pursuits such as urban cultivation, and the contribution from educational circles in the form of a cooperative drive toward leisure education.

Without any doubt, this book will help us to update concepts, ideas, images, projects and will even – who knows? – provide readers with a fresh outlook on the world of leisure.

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