

## BOOK REVIEWS

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Martín-Cuadrado, A. M. y Rubio-Roldán, J. M. (Coords.) (2019). *La intervención socioeducativa: Diseño, desarrollo y evaluación (Vol. 1)*. Madrid: UNED, 312 páginas. ISBN: 978-84-362-7574-2

La intervención socioeducativa: Diseño, desarrollo y evaluación is the first volume of the basic reading for the course “Evaluación de la intervención socioeducativa: agentes, ámbitos y proyectos”, part of the Social Education degree at the National University of Distance Education (UNED). But given the book’s relevance, it is clearly not limited to this context and readership.

First and foremost, its relevance is based on the authors of the book. In addition to the coordinators, Ana María Martín Cuadrado and Julia María Rubio Roldán, other well-known professionals have also participated, offering their extensive expertise in the area of socio-educational intervention: José Cardona Andujar, Jesús Cabrerizo Diago, Lourdes Pérez Sánchez and Susana María García Vargas. They boast a long trajectory in this field, with considerable knowledge, both theoretical and practical, thanks to their professional experience. And this provides readers with an improved understanding of the current state of the social educator profession.

The work is also relevant due to its content, which is duly ordered and sequenced to ensure proper knowledge development. The six chapters are presented from a didactic perspective, with precision and clarity, addressing key aspects for the development of future social educators –and for those who are already working in this field. It focuses on relevant topics, such as the creation

of the educator’s professional identity during the practice, conceptualization and modelling of the socio-educational intervention and the planning of the same, for subsequent consideration during the assessment of the socio-educational intervention, paying special attention to the most suitable procedures, techniques and instruments for its evaluation. It concludes with a final chapter devoted to self-assessment in socio-educational intervention as a factor of quality, an element that is in great demand in today’s multi-cultural and knowledge-based society.

The book’s didactic approach is especially noteworthy. Each chapter is based on a concept map that identifies the main aspects considered in it, clearly presenting the objectives at hand, as well as the basic underlying ideas. Then, the distinct content is presented, in a readable and thoughtful manner, with references to current studies. Each chapter ends with a relevant summary and diverse activities permitting real life application of the content, as well as a suggested complementary reading list. And in every chapter, multiple QR codes appear, referring to diverse information on the topic at hand, so that readers may acquire additional information on the topics that are of greatest interest to them.

In short, this work provides a clear reference framework of current content that invites readers, in a didactic manner, to reflect and gain knowledge on current and future socio-educational interventions carried out by social educators.

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