

BOOK REVIEWS

LA TRANSFERENCIA DE CONOCIMIENTO EN EDUCACIÓN.

Santos Rego, Miguel Ángel (Ed.) (2020). Madrid: Narcea. 229 pp. ISBN 978-84-277-2680-2

The report 'Knowledge Transfer. New model for its prestige and momentum', published in May 2018 by the Conference of Rectors of the Spanish Universities (CRUE), laid the foundations from which areas such as those of Social Sciences and Humanities would incorporate in a more formalized way a third axis to their mission, in addition to research and teaching: the transfer of knowledge. This new speech, together with the administrative call for evaluation of knowledge transfer, published at the end of the same year, shape the immediate context of the book we review. The debate on this current issue gives particular relevance to the publication, which would even be judged as essential for those of us who generate knowledge in the field of Education Sciences. This is because not only is it a work that pragmatically comes to solve the doubts raised by the administrative call, but because the reader will also be involved in thoughtful processes of paradigmatic type in relation to the so-called third mission of the university.

The text has two clearly differentiated parts that complement each other appropriately. The first six chapters, grouped under context descriptors and theoretical bases of knowledge transfer in education, begin by addressing the analysis of issues related to the definition of a new relational model between university and transfer; the challenge and opportunity for the practice of education to demand for research-based epistemic

advancement; the models of knowledge generation and transfer; or the necessary transformation to be undertaken by OTRI (Offices for Research Results Transfer) or other transfer management entities if they intend to integrate the Social Sciences and, in particular, the Sciences of Education in the culture of transfer. Later, in the fourth chapter, in addition to describing the political process that has generated so many questions and to developing a conceptual discourse, also going through the transfer models focused on the agents and processes involved, the author concludes with 9 observations that are very critical with the resolution corresponding to the call for the transfer tranche, since it would not respect the specificity of the processes of application of knowledge and innovation in education, which are underestimated. In a similar and highly critical line, the fifth chapter reflects on the implications of reductionism that entails a poorly inclusive conceptualization of the term and context of the transfer of educational knowledge. Finally, this first part of the book discusses the evolution of concepts relating to knowledge exchange and transfer processes, as well as a model of analysis of these processes, serving the latter chapter as a nexus between the conceptual (first) and pragmatic (second) sections of the text.

As a materialization of paradigmatic reflections, the exemplifications of the transfer processes presented in the five chapters of the second section are of great interest: the project "Civic Parliament", developed by the University of Navarra in collaboration with the Parliament of Navarra, dedicated to the implementation of activities aimed at enhancing democratic values and European citizenship; the transfer of knowledge

on diversity and inclusion in higher education in the context of an R&D project, highlighting different factors that are key in this transfer, such as trust and mutual cooperation between institutional leaders, researchers and university community, or the creation of networks and observatories of evidence-based inclusive good practices; the importance of “learning to learn” competence in the process of transferring knowledge to diverse social contexts (text also associated with an R&D project); some examples of the transfer of pedagogical knowledge, translated into services that potentially improve the quality of life of different social groups; and the vision and programs of the Catalan Association of Public Universities in relation to innovation and collaborative work developed with other actors.

EDUCACIÓN PARA LA SALUD Y DESARROLLO COMUNITARIO. INVESTIGACIONES PARA LA MEJORA SOCIAL EN NICARAGUA

López-Noguero, F., Morón-Marchena, J. A. y Gallardo-López, J. A. (Coords.) (2020). Barcelona: Octaedro, 176 páginas. ISBN: 978-84-18083-85-3

In recent years there has been a significant consolidation of Health Education and Community Development as determining factors for the improvement of the quality of life. In particular, the importance of making people aware that they are part of a community, promoting the effective involvement of everyone, has been highlighted. Likewise, community participation is observed as essential to achieve adequate levels of health, where educational actions are carried out for the acquisition of healthy habits.

In this sense, the book «Education for Health and Community Development. Investigaciones para la mejora social en Nicaragua», aims to be a contribution to both emerging and current issues.

It is a very useful work, which shows different experiences of community intervention and research, all of which lead to an improvement in the quality of life and health of the communities. By reading it, we can obtain a vision of Education for Development (EFD) and community development that transforms reality, promoting knowledge and acting on the problems observed.

This book is organised in 10 chapters and is coordinated by Fernando López-Noguero, Juan Agustín Morón-Marchena and José Alberto Gallardo-López, professors at the Department of Education and Social Psychology at the Universidad Pablo de Olavide (Seville, Spain). This book

Taken together, it is a balanced and very timely collective work that offers the reader a holistic understanding of the process of transferring knowledge in education, as well as, in the current context of the first call for the transference period for assessment, a tool for therapy in the face of the outrage of those who have seen how their application has been rejected for not complying with the transfer model of the Administration. In this sense, readers will find in the book arguments that allow them to reaffirm the specificity of knowledge about education, as well as its multiple pathways and modes of application, which do not support reductionist formulations.

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presents a compilation of various studies, carried out by 23 experts, university teachers, researchers and professionals, both Nicaraguan and Spanish, which deal with community development, health promotion and the improvement of quality of life.

The first chapter was written by Juan Agustín Morón-Marchena, and is an introductory one that concisely describes the issues addressed in the publication.

For their part, María José Mejía-García, David Cobos-Sanchiz and Almudena Martínez-Gimeno, in the second chapter, present the results of research into training in values in the university environment. The authors conclude by reaffirming the importance of training in values for the full development of the subjects.

In the third chapter, Fernando López-Noguero and José Alberto Gallardo-López, present research which highlights the educational and social relevance of socio-cultural organisers in today's society. In this study, the importance of designing training plans for these agents of social change is emphasised.

The fourth, written by Julieta del Socorro Kühl-Barillas, M. Carmen Muñoz-Díaz and Manuel Jesús Perea-Rodríguez, deals with the emotional and psychosocial consequences of war, analysing the consequences for teachers in a country as badly hit as Nicaragua.

The area of desertion in the Nicaraguan university context is dealt with in the fifth chapter, by José Ángel Vargas-Taleno and Itahisa Pérez-Pérez, which analyses the risk factors, exposing the main causes of abandonment.

In the sixth chapter, Margarita de Fátima Pérez-López and Encarnación Pedrero-García bring up the importance of professional practices

during university studies in the UNAN-Managua Medical Degree, showing how these practices favour the prevention of illnesses and, among other aspects, the promotion of health.

For their part, Harold R. Gutiérrez-Marcenaro, Guillermo Domínguez-Fernández and Esther Prieto-Jiménez, in the seventh chapter, make an approach to knowledge management as an instrument to improve the quality of life of a university organisation.

A subject as suggestive as the patterns of drug-taking among Nicaraguan university students is dealt with in the eighth chapter by Karla Patricia Castilla, Tonys Romero-Díaz and Marcos Antonio Reyes-Centeno, indicating the most relevant factors in the beginning of drug-taking.

On another, Manuel Jesús Perea-Rodríguez, María Carmen Muñoz-Díaz, Karla Patricia Castilla and Almudena Martínez-Gimeno, present in the ninth chapter research on the perception of

self-care to prevent obesity in pregnancy, indicating that it is necessary to promote educational strategies that favour nutrition and healthy habits in pregnant women.

Finally, in the tenth chapter, Juan Carlos González-Faraco, Heliodoro M. Pérez-Moreno and Juan Agustín Morón-Marchena, show a comparative study, supported by ethnographic methodology, on the spread of HIV/AIDS in young adults. This research aims to eliminate the social stigma related to this disease, as well as to promote actions aimed at prevention.

In short, this is a very valuable document for experts and professionals who want to go deeper into international cooperation in the university field, as well as community development and health promotion.

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