



## Reviews

**Moraleda Ruano, A., & Galán Casado, D. (2024, Coord.). Stigma and Education. An Approach to Equality. Narcea. 177 pp. ISBN. 978-84-277-3186-8**

When a preface begins by placing the reader before themselves, it opens a path of encounters from the uniqueness of each person. This is how this paperback book from Narcea Publishing starts: “sometimes it is necessary to look back and face what your life has been up to that moment. Take a deep breath and take an honest look at who you are today and, of course, the bricks you have been building for that construction” (p. 7). Ten chapters to address stigma from different perspectives. A stigma that we have all known or experienced throughout our own history.

Conversely, being older, mental health, disability, multiculturalism, or gender are the topics that bring us closer to ideas not so far from our reality, even when we thought we were not the target, or when we were “often silent witnesses to experiences in which prejudice and judgments relegated someone close to us, people who walk beside us, also building their lives as best they can” (p. 8).

Stigma arises from our own citizen condition, a mark that in other times was branded on the skin to be seen and today is labelled with social approval in an invisible way, with a hostile and distrustful attitude, affecting the people who live with it negatively. For this reason, “people belonging to a marginalised group are labelled by others as abnormal, shameful, or undesirable” (p. 13).

Chapter 1 presents the current theoretical frameworks of reference, from the origin, components, types, and actions that lead to stigmatising a person or group, as well as their consequences. But how can we address this stigma through education? Chapter 2 focuses on this core binomial that gives the book its title: stigma+education.

The role of education as prevention is evident, and we all know “people who have overcome great life difficulties thanks to the institutional and personal support received” (p. 30). UDL, institutional resource bank, diversified methodologies, a new evaluation model, or an open curricular design can be political measures that can prevent stigma.

The third chapter introduces us to the socio-educational challenges of drug addiction, from research that analyses the perception of university students in the socio-educational field in relation to their intervention with drug-dependent people. Attributing it to a personal choice can be the seed of the stereotype and stigma towards people who suffer from it, something that, according to the authors’ approach, can be avoided “by combining theoretical, methodological, and practical learning from different levels of prevention and diversity of approaches” (p. 52).

The fourth chapter begins with a clarification of key terms in the field of sexual education (sex, gender, sexual identity, orientation, diversity) that need to be defined to understand how stigma in this area “originates when individuals deviate from the established social norms regarding gender identity and sexual orientation” (p. 62). The school can be the favourable environment to “offer comprehensive and systematic sexual education” (p. 67) and thus support the formation of positive attitudes to accept people’s sexual differences.

A work focused on stigma cannot avoid including the multicultural perspective in education,

because the usual starting point of this perspective is already impregnated with a negative view of diversity, because it pairs diverse with different, and therefore, with the need for specialised attention for difficulty. But aren't we all different? Don't we each embody diversity as a form of wealth? This multicultural diversity, which is the focus of the fifth chapter, must thus be understood as fundamental for the migrant, but also for the society that welcomes and constitutes itself as a multicultural community.

Chapter 6 shows us how the generalised need to use technology in all areas of life is not without problems, because its use has become a constant need to the detriment of the rest of the environment for some people. Cyberbullying, grooming, sexting, or techno-addiction are some of the terms linked to dangers that have arisen with the use of the internet. The chapter presents an experimental study with a university population focused on problematic use of networks and the support received through social networks.

Disability from the stigma perspective is the central theme of the seventh chapter, which focuses on a review of the research. Three social processes link stigma and disability: individual discrimination, structural discrimination, and self-stigma. Knowing or making disability visible can lead to less stigmatising attitudes. Harassment, social marginalisation, compassion, or infantilisation are terms linked to stigma from disability, which can lead to a decrease in quality of life and social participation.

The title of the eighth chapter brings us closer to dialogic practices in this case for working with adolescents and mental health problems. Almost half of mental disorders begin before the age of 18, so it is essential "to carry out preventive work in educational centres, with a process that encompasses aspects related to emotional development, awareness of the stigma of mental health problems, and learning coping strategies and establishing support networks to mitigate these difficulties" (p. 130).

The social reintegration of people who have been in prison as a distance from a situation of stigma is the theme of the ninth chapter. This stigma, far from being a consequence for people who have been imprisoned upon regaining freedom, takes place from the entry into the penitentiary context, when the person must "adapt to the customs that the institution itself imposes" (p. 144). Penal stigma is not shown in isolation but infers with characteristics of each person's reality: illnesses, self-esteem, drugs, or homophobia, among others. A stigma that does not remain stagnant in the person in prison but affects their closest nucleus, the family.

And the work ends by looking at stigma from ageism, "a set of negative stereotypes and prejudices associated with older people and the ageing process" (p. 161). A negative view of ageing can lead to attitudes of rejection, which sooner or later will affect us all.

*Blanca Arteaga Martínez*

**Caride, J. A. and Rodríguez, J. (Coords.) (2024, Nov.). Realities and Horizons of Education in Galicia. Pontevedra, Kalandraka Editora. ISBN: 978-84-1343-325-7.**

This publication is a tribute to the USC professor and pedagogue Antón Costa Rico, an outstanding member of the Research Group on Social Pedagogy and Environmental Education (SEPA-interea), a ‘rigorous and exemplary’ intellectual and scientific reference, essential to understand the educational system in Galicia.

It includes 22 original texts written by 56 authors, most of them co-authors, specialists in the subject they write about, with different profiles and backgrounds in the professional and research fields, coordinated by doctors José Antonio Caride and Jesús Rodríguez. It is organised into three sections: the educational past and its relationship with the present, future challenges and new perspectives on education in Galicia, a context from which the major problems and trends facing education systems today are considered, in a continuous flow between the local and the universal.

The book shows the evolution of Galician schools, from the beginning of the last century to the present; the slow process of dignifying the teaching profession and improving the conditions of rural areas, public schools and, in particular, female teachers, until the first third of the 20th century, with the advent of the 2nd Republic, which promoted the schooling of the working classes through literacy campaigns, teacher training and cultural extension, pillars of contemporary education.

The historical chronicle shows how a rural education system, closed and in precarious conditions, was changing, despite the dictatorship, until it became a system open to the Galician language and culture, bringing them out of their subjugation, through a process of reconstruction of the democratic and cultural identity where social agents at all levels played an essential role in a transition, always imperfect, towards fairer forms of human life.

In this journey, educational renewal and social transformation go hand in hand, highlighting different pedagogical collectives, such as the *Movimiento Nova Escola Galega*, chaired by Antón Costa, and, in general, teaching associations, together with other collective actors and publishing houses that promoted teaching in Galician and its dissemination in children’s and young people’s literature.

They highlight the relationship between Education, Culture and Heritage, historical, natural and especially linguistic, as a basis for the construction not only of an identity discourse but also of cultural diversity and global citizenship, questioning the intrinsic goodness of cultural heritage or of education itself if they hide fractures in social equality.

While sharing a general evolution of educational and social progress, the authors do not avoid mentioning dangers and possible setbacks. Neoliberalism, climate change, the degradation of the welfare state, linguistic standardisation, ‘digital disruption’ and social exclusion threaten democracy in a globalised society. Accepting their challenges, they propose practices of ‘democratic resistance’, such as eco-citizenship, cyberactivism, post-digital literacy or democratic education; without forgetting necessary frames of reference, such as children’s rights, inclusion, gender perspective, co-education, ecology or the culture of peace.

As proof that towns and education systems can change for the better, the book brings together unique initiatives and hopeful educational experiences, from the territory, aimed at breaking with a model of Special Educational Needs based on the individual deficit paradigm; at promoting the

emotional well-being of students; at creating healthy and inclusive schools; at designing educating cities and towns... The rural environment is the main setting for these creative responses, such as the pioneering Preescolar na Casa, the Casas Niño, the Centros Rurales Agrupados, the Centros Públicos Integrados or the adaptation of Professional Training.

The book goes beyond the school to go into communities, local administration, the collective construction of education, intergenerational dialogue... where school education is, above all, a social education, with educational research at the service of teacher transfer and critical pedagogy: a social and political project valued by all, not just teachers or families, for the construction of the society we want.

When we are witnessing the demolition of social rights and of human coexistence itself, education remains a fertile field in which to cultivate hope. Behind the recognition of Professor Antón Costa, ‘a militant example of coherence’, the reflection and rigour in the treatment of the issues convey an encouraging message: the leading role that education can play in the improvement and emancipation of a society based on collective awareness and action.

*José Luis San Fabián Maroto*

**Ripoll, O., & Pujolà, J.-T. (2024). Gamification in higher education: theory, practice and didactic experiences. Ediciones Octaedro. 170 pp. ISBN: 978-84-10054-73-8**

The book “Gamification in higher education: theory, practice and didactic experiences” is an essential resource for university teachers interested in exploring the use of gamification as a pedagogical strategy in the context of higher education. It is structured in two parts and combines a solid theoretical basis with practical examples and real experiences, thus providing an integral view on the educational potential of gamification and its implementation in higher education.

The authors are Oriol Ripoll and Joan-Tomàs Pujolà. Oriol Ripoll is professor of game creation at the ENTI-Universitat de Barcelona, and gamification at the CAFE degree at EUSES, at the University of Girona. Joan-Tomàs Pujolà is the principal investigator of the realTIC research group and has led research projects on the use of gamification with technology in language teaching.

Both propose an innovative idea by gamifying the reading of the book, inviting the reader to choose how to interact with the content in a playful way. This approach not only reinforces the central proposal of the book, but also serves as a practical example of how gamification can be applied in education.

The first part of the book, entitled “theory and practice,” focuses on providing the theoretical foundations of gamification and a practical approach to its successful implementation in education. In this section, several experts in the field address various aspects of educational gamification.

The initial chapter, written by Joan-Tomàs Pujolà, sets out a definition of gamification, presenting it as a didactic strategy that can be used to improve the teaching and learning process. This chapter serves as an introduction to the following, providing a conceptual framework that allows the reader to understand the key principles of gamification.

In the following chapters, the authors explore different fundamental elements of gamification. Ruth Contreras-Espinosa and José Luis Eguia, in chapter 2, analyse the game elements and propose a taxonomy agreed by national and international experts, which will serve as a tool for the design of educational proposals. This taxonomy facilitates understanding of the essential components that must be incorporated into a gamified experience, such as competence, cooperation, awards and rewards.

One of the most prominent chapters is the third, written by Oriol Ripoll, who delves into narrative analysis, a key element in giving coherence and structure to game elements in any gamification process.

Pere Cornellà, in chapter 4, discusses the role of technology in the implementation of gamification. Examines how digital tools can facilitate the creation of gamified learning experiences and provides practical examples of platforms and resources that can be used by teachers. This approach is interesting because in today's educational context technology plays a crucial role in creating innovative learning experiences.

Finally, chapter 5, written by Anna Castells, offers practical advice and reflections on how to plan a meaningful gamification proposal in university classrooms.

The second part of the book provides a collection of seven educational experiences of gamification implemented in various Spanish universities. These experiences show how theoretical concepts can be applied in real teaching situations. Each experience is presented in a uniform format, describing the context, objectives, narrative used, built-in game elements, digital tools employed and the implementation and evaluation procedure.

Experiences cover a wide variety of approaches and disciplines. For example, teacher Esther Edo-Agustín presents an experience of structural gamification in the Primary Education Degree, using game elements such as points, emblems and badges to motivate students.

In short, "Gamification in higher education" is a fundamental book for any university teacher interested in exploring the potential of gamification. Its combination of a solid theoretical foundation and practical examples provides a comprehensive guide to implement this pedagogical strategy effectively, promoting more dynamic, interactive and meaningful learning.

*Isabel Cerezo Cortijo*

**Flores-Alarcia, Ò., y Fornons Casol, L.. (2024). Education and Artificial Intelligence: Horizons of transformation. Madrid: Dykinson. 144 pp. ISBN: 978-84-1070-877-8**

The book presented is a monograph that arises at a crucial moment in which artificial intelligence (AI) has gone from being an emerging technology to becoming a central element in the transformation of our society, especially in the field of education. AI has the potential to revolutionize teaching and learning processes, offering tools that can personalize education, optimize knowledge management, and facilitate access to quality educational resources. However, this transformation is not without its challenges and critical questions.

The need for this book lies in the urgency of addressing the implications of AI in education holistically. As machines become more capable of analyzing data and learning from it, it is critical to reflect on the role of educators in this new context. How can teachers adapt to an environment where AI plays such a significant role? What are the risks associated with the misuse of these technologies? And, perhaps most importantly, how can we prepare future generations to live with AI ethically and critically?

This monograph is not only limited to exploring the practical applications of AI in the classroom but also delves into philosophical and ethical questions that are essential to understanding its impact. Through a multidisciplinary approach, topics ranging from the ability of machines to think to the need for appropriate regulatory regulation are addressed. In addition, the implications for teacher training and the development of healthy educational organizations are examined.

The importance of this book in education is undeniable. It provides a platform for educators, researchers and education policymakers to reflect on the future of teaching in a world increasingly influenced by technology. By bringing together the voices of specialists in various areas, the monograph provides a comprehensive vision that not only analyses the present but also invites us to imagine possible futures where education and technology coexist harmoniously and beneficially for all. In short, it is a valuable resource for understanding and navigating the complexity of the impact of artificial intelligence on education, and its relevance will only continue to grow in the years to come.

This work is structured in nine chapters that are organized as follows: (i) Can machines think? (ii) Educating for Artificial Intelligence: An Approach in Perspective; (iii) Artificial intelligence in the healthy development of educational organizations; (iv) Generative artificial intelligence in the classroom: Skills, strategies and content to learn and teach in a new paradigm; (v) Use and application of the IAG for the evaluation processes; (vi) The regulation of the IAG in the field of teaching; (vii) Emergence of AI in Higher Education and (viii) Artificial intelligence and teacher training.

The book presents proposals and evidence to improve the organization by attending to the new reality with AI, from change processes to evaluation in educational organizations. For this reason, it has a reflective and applicative character. It establishes a synthesis of the main research related to functional orientations of the processes that involve AI, as well as the learning and experiences that the authors themselves have adopted throughout their careers. In conclusion, it is a work of a reflective, applicative and current nature in the dynamic liquid, social and educational context.

The book is of great prestige, considering two areas: editorial quality and authors. Editorial Dykinson, S. L. is positioned in fourth position in Education. It is also worth taking into consideration the nature of the authors of the work, since they stand out both nationally and internationally. In this book we can find authors such as Francisco Bellas (professor at the Univerdade da Coruña), Isabel del Arco and Ramon Béjar (both full professors at the University of Lleida), Miquel Àngel Prats (pro-

fessor at Blanquerna – Universitat Ramon Llull) or Jorge Balladares Burgos (professor at the Andina Simón Bolívar, Ecuador).

*Dra. Anabel Ramos-Pla*

**Santos Rego, M.A., Lorenzo Moledo, M., & Sáez Gambín, D. (2025). *The University and Service-Learning. What matters is quality*. Editorial Narcea**

The book *The University and Service-Learning. What matters is quality.*, by Miguel A. Santos Rego, María del Mar Lorenzo Moledo, and Daniel Sáez Gambín, published by Narcea Ediciones in 2025, provides a rigorous analysis of the implementation of Service-Learning (ApS) in higher education. The work focuses on the necessity of ensuring quality in ApS projects, offering theoretical and methodological tools for their proper planning, execution, and evaluation. Through a solid academic approach, the authors argue that the success of ApS in universities depends not only on its expansion but also on its effective integration into the curriculum and its ability to generate significant educational and social impacts.

Service-Learning has become established as a pedagogical strategy that combines academic training with social engagement, allowing students to develop both disciplinary and transversal competencies while collaborating with their communities. However, the mere implementation of this methodology does not guarantee its effectiveness. According to the authors, the key lies in designing ApS experiences that meet well-defined quality criteria and contribute both to student learning and community well-being. This approach is reflected in the book through a detailed analysis of the principles of ApS, the identification of best practices, and the formulation of indicators for its evaluation.

One of the main contributions of this work is the identification of the elements that determine the quality of ApS projects. Based on a solid conceptual framework, the authors establish criteria to assess the impact of ApS on three levels: student learning, community benefits, and institutional transformation within the university. In this regard, they highlight the importance of structured pedagogical design, effective linkage with social needs, and an evaluation system that allows for measuring results and fostering continuous improvement.

The book also stands out for its empirical approach, as it includes an analysis of concrete ApS experiences in various universities. These case studies illustrate the application of theoretical principles in different institutional and disciplinary contexts, offering examples of best practices and highlighting the most common challenges in implementing this methodology. Furthermore, the authors emphasize the need for ApS to be part of universities' institutional strategies rather than being limited to isolated initiatives by individual faculty members or student groups.



Another key aspect addressed in the book is the evaluation of the impact of Service-Learning. The authors stress the importance of methodological tools that objectively measure both the learning acquired by students and the effects on the community and the university itself. This perspective helps consolidate ApS as a rigorous academic practice based on evidence, distinguishing it from other forms of volunteering or community engagement that lack a structured pedagogical approach.

From an academic standpoint, this work serves as a reference text for faculty, researchers, and university administrators interested in educational innovation and the social responsibility of higher education institutions. Its emphasis on quality and evaluation makes it an essential resource for those seeking not only to implement ApS in their institutions but to do so with rigor and effectiveness.

Ultimately, this book represents a fundamental contribution to the study of Service-Learning in higher education. By combining a robust theoretical foundation with case studies and evaluation tools, the authors provide a clear and well-supported guide for improving the quality of this methodology. The work underscores the importance of structuring ApS as a sustainable academic practice over time, ensuring that its impact extends beyond the classroom and effectively contributes both to student education and to strengthening universities' social commitment.

*Alexandre Sotelino Losada*

