

PSYCHOLOGY FOR COMPULSORY AND POST-COMPULSORY SECONDARY EDUCATION TEACHERS

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P sychology for Compulsory and Post-Compulsory Secondary Education Teachers is a university manual of great interest that harmoniously succeeds in disseminating psychological science among future and current compulsory and post-compulsory secondary education teachers. First, with this aim, the manual presents a well-executed selection of those contents which are more appropriate in competency development for this type of teachers, as indicated by the European Space for Higher Education (EEES), such as: "brain, adolescence and education", "thought development in adolescence", "learning strategies: assessment and teaching in secondary education", or "basic teaching skills"...to cite some of the chapters.

Second, the authors, professors from the Universities of Oviedo, Valladolid, Huelva and Cádiz, have made a praiseworthy effort at writing clearly that, without losing rigor, makes reading the manual easy and fluent. Along these lines, we find continuous examples, schemes and conceptual maps that help the expert in other fields of knowledge to understand the contribution of Psychology to the practical activity of the teaching and learning processes present in different educational centers: secondary education, post-compulsory secondary education, vocational training or official schools of language.

Third, the manual reserves a space for a series of practical activities that appear at the end of each of the eight chapters that make up the total of the work we are commenting on. Likewise, there are references to "short videos" that help understand and manage in a reflective manner those contents that, due to their nature, are prone to generating debates among students in class.

Lastly, the different authors have concerned themselves with the elaboration of a glossary to aid readers from different backgrounds and who, for this reason, are assumed to handle and dominate conceptual fields different from that of Psychology. In short, this work offers a vigorous undertaking in bibliographic updating, this being an aspect worth emphasizing. Ultimately, the only thing left is to thank the coordinators and coauthors of this book for their effort in opening and/or stimulating a line of work scarcely recognized in our country. In the same way that impactful publications are stimulated, we should also pay attention to the elaboration of quality and impactful university manuals, and this is one of them.

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