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Pardo Baldoví, M. I (2024). *La escuela uberizada. La organización escolar en el capitalismo de plataformas*. Calambur

Elia Fernández-Díaz *

This book constitutes a thought-provoking contribution to the field of educational technology and school organization, offering essential insights for understanding the profound transformations driven by digital technologies in education. It invites readers to rethink the tensions between mechanisms of reproduction and transformation that characterize school functioning under the current platform capitalism. The book's core purpose is to analyze the metamorphosis of the organizational logic of an already «uberized» school—that is, a technologically and ideologically modified and abducted institution that legitimizes the knowledge, values, and principles of the prevailing model of social uberization, a model against which it must react and re-exist.

The publication stems from the doctoral thesis «The Impact of Digital Platforms on Early Childhood and Primary Education Teachers: The Precarization of Teaching Work» and forms part of the Paideia Collection published by Editorial Calambur, directed by Ángel San Martín Alonso and José Eliseo Valle Aparicio.

The book is structured in four distinct parts. Using the cybernetic metaphor of (logging > loading > updating > turning off), which shapes our daily digital routines, the author gradually and subtly draws the reader in. This metaphor is used to present the uberization scenario that pervades the school reality, delve into the features that define school organization in the current platform capitalism, and conclude with a manifesto that positions itself critically against the dominant uber ethos, envisioning an alternative school landscape.

After an initial log-in that introduces the phenomenon of uberization, the normalization of digital platforms in everyday life, and the newly imposed organizational logic, the second part of the book, titled «Loading», presents the conceptual foundations necessary to understand the notion of the «uberized school» across three chapters. The first chapter outlines the current school landscape, offering an extensive taxonomy of digital platforms that seduce and permeate the educational experience. The second chapter explores the ongoing transformation from a «school of technologies» to a «school of platforms»—a process driven by interests external to the education system that places platforms at the core of school functioning. Here, the author conducts a critical analysis of the key factors that have contributed to the technologization and legitimation of this new organizational logic, both at the discursive level and in practice, through supranationally orchestrated policies on resource allocation and teacher training. She also warns how the entrenched uberization ends up regulating the teacher's role, shaping practice through a competency-based model underpinned by the individualistic approach of cognitive capitalism and subordinating education's transformative potential to the technological values of the dominant social model.

Finally, the third chapter presents the foundations of the new paradigm of school organization. Far from reducing technologization to the mere implementation of digital platforms in educational tasks, it calls for reflection on the increasing sophistication and privatization of the school sphere, a colonizing process significantly accelerated by the COVID-19 pandemic. The author insightfully clarifies how the school, as a socializing agent, becomes an «invisible uberizing» force that facilitates and legitimizes the advance of the techno-economic revolution inherent to platform capitalism.

The third part of the book, «Updates are turning off. Do not shut down or unplug your device», comprises the following three chapters, which explore the consequences of

uberization in the transformation of school organization, the emergence of new forms of misgovernance, and the erosion of professional identity in teaching practice. The fourth chapter analyzes how school structures and cultures begin to embody the values of platforms: atomization, deregulation, control, and specialization become the hallmark of a complex structural web involving multiple actors who intervene in and disrupt organizational culture. This occurs within a holistic process of techno-culturalization that mediates representations, practices, and values, precarizing and technologizing the work of those in management roles.

Chapter five addresses the exercise of governance in this new «uberized school» scenario, focusing on how control networks in educational institutions become blurred, giving way to governance crafted under the aegis of neoliberalism. Beneath the illusion of autonomy, the author reveals a mechanism of deregulated re-centralization driven by an entire ecosystem of ubiquitous technologies, strategic alliances, and supranational policies. In this sense, the platforms not only prescribe and standardize work in schools but also perniciously reinforce and legitimize the system. This results in a form of corrupted post-bureaucracy, in which platforms channel accountability, quality standards, and teacher performance control, thereby extending the scope of uberized governance.

Chapter six delves into this process of ubiquitous disciplinary shaping of teacher subjectivities, examining how platforms act as a form of mass seduction, operating both symbolically and materially, by fostering dependence among teaching staff.

In the final part of the book, «Shut Down and Disconnect», the author concludes with a powerful manifesto-epilogue that urges critical reflection on the need to awaken and resist this silently enacted revolution that turns schools into a kind of app store—ever more invisible and anonymized within the proliferation of artificial intelligence. The manifesto advocates for reclaiming the school environment as a space for reflection, critical thinking, and human connection.

In short, this is a well-grounded, compelling, and highly relevant work—an essential reading that not only contributes significantly to understanding the uberization of education, but also invites us to rethink our own roles and responsibilities in teacher education. It calls for the reinvention of our university praxis «for and with» a school conceived as a space for freedom, urging us to step out of comfort zones, reawaken collective consciousness, and engage in the co-construction of pathways toward social transformation.