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RESEÑA / RESENHA / REVIEW

Pardo Baldoví, M. I. (2025). *Plataformas, Influencers Educativos y Otras Especies del Bestiario de la Escuela Digital*. Edit.um

Fernando Fraga-Varela*

The book «Plataformas, Influencers Educativos y otras especies del Bestiario de la Escuela Digital» is authored by Professor María Isabel Pardo Baldoví, from the Department of Didactics and School Organization at the University of Valencia. It is a timely and necessary contribution situated firmly within the field of Educational Technology. The work is grounded in the author's doctoral thesis and her involvement in various research projects.

This book invites the reader to reconsider the metaphors that have shaped the collective imaginary of schools and teachers, pointing out the inadequacy of those used thus far. It challenges us to reflect on the current condition of the teaching profession through lenses that have often been absent in previous approaches—particularly in light of the growing influence of digital technologies. One key area examined is teacher education and the different forms of rationality—technical, practical, or critical—drawing on Frankfurt School perspectives on education. The book argues that we must reconnect with reality by constructing new fictions that enable us to engage with today's educational landscape. It is a journey in which readers may see themselves reflected, prompting them to reconsider their own roles as educators—including those in higher education.

The author guides us through four chapters, exploring the new ecosystems of teaching and learning, the evolving characteristics of the teaching profession in today's educational environment, and how teacher subjectivities are being shaped in this new context. This exploration culminates in an extensive typology that helps readers understand the different ways teachers adapt to survive professionally.

What is particularly compelling is that the author does not limit herself to critical references from the field of Educational Technology. Her perspective is also informed by didactics, teacher studies, professional development, and extends into sociology and philosophy. This interdisciplinary approach enriches the proposal, allowing readers to understand how all these variables influence educational actors within a shifting context. The hybridization of the physical and the digital defines the school ecosystem, affecting the individuals within it and, therefore, shaping the construction of meaning. This occurs in parallel with a pervasive digital optimism that fosters various attractions and aversions within a curricular framework increasingly reduced to the imperative of digital fascination.

Yet, the discussion goes beyond technology. The precariousness of teachers' working conditions plays a multiplying role, unfolding in the absence of clear regulation and leading to an endless workload that leaves educators feeling unable to make sense of themselves. This is compounded by dynamics that betray the essence of professional development, dressing it up in «new age» models where personal branding and performance take precedence.

Faced with this reality, teachers often reproduce in the classroom many of the values associated with professional success. Ongoing training lends credibility to this narrative, making it viable through endorsement by educational authorities. This enables a transfer of logics that displace professional knowledge and the research field of didactics. Novelty, acting under a scorched-earth logic, erodes long-established professional knowledge structures. These new responses appear to be the only valid ones, as if there were no other way to face the challenges of teaching. Precarious and vulnerable educators emerge everywhere in an act of survival—not just for themselves. The challenge is no longer about individuality: the focus now is on generating collective fascination, including among students. How do we respond to

such a challenge? As a «maker» teacher? A «gamer»? Analog or resistant?

In conclusion, this is a highly recommended read—a work that can help us rethink the role of professional teacher development today and the paths shaped by current initial and ongoing training policies.