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Artistic swimmers performing a
synchronized figure with technical
precision and postural control.
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The book *Bases pedagógicas para una Educación Física de calidad. ESO*, coordinated by Cati Lecumberri, is clearly situated within the academic tradition that seeks to provide Physical Education with a solid pedagogical foundation, moving beyond reductionist perspectives focused exclusively on motor practice or performance. From its opening pages, the work raises a fundamental question: it is not enough to assume that physical activity is inherently educational; rather, it is necessary to understand under what conditions, with what intentionality, and through which pedagogical mediations it can truly contribute to the holistic development of students.

One of the main strengths of the text is its systemic approach. The quality of Physical Education is not attributed to a single factor but is understood as the result of the interaction among multiple elements: public policies, the sociocultural context, the school, the class group, and, ultimately, the individual characteristics of students. This ecological perspective makes it possible to situate teaching practice within a complex framework that both constrains—and at the same time enables—learning.

The work also stands out for its strong theoretical foundation. Throughout its chapters, it integrates contributions from pedagogy, psychology, sociology, philosophy, and neuroeducation, thus shaping an interdisciplinary view of learning. It emphasizes the idea that teaching does not guarantee learning, highlighting the complex, multidimensional, and non-linear nature of education processes. This standpoint is particularly relevant in Physical Education, where bodily experience does not automatically translate into meaningful learning.

Another noteworthy aspect is the attention given to the role of teachers. The teacher is presented as a key agent in the construction of high-quality learning environments, not only through methodological decisions but also through relational and ethical dimensions that directly influence student participation and engagement. In this regard, the book addresses issues such as planning through learning situations, formative assessment, inclusion based on Universal Design for Learning, and the integration of innovative pedagogical models.

From an applied perspective, the work combines theoretical reflection with practical proposals, facilitating its transfer to the school context. The suggested activities and teaching examples strengthen the connection between academic knowledge and educational practice.

In short, this is a rigorous, up-to-date, and necessary text. Its main contribution lies in offering a comprehensive framework that helps teachers ground their decisions and guide their practice towards a Physical Education that is truly educational, inclusive, and aligned with contemporary challenges.

