We are delighted to announce the addition of the Book and Media Review section, a new section in *The Learning Organization (TLO)* journal. Just as the name suggests, it aims to introduce books and other materials (such as websites, blogs, conferences, diagnosis and tools) related to the themes of the learning organization and organizational learning.

“A book is still a book”. A book, as a detailed and in-depth exploration of a particular subject, based on a compilation of work and reflection spanning over a number of years, has its place in the body of knowledge. Thus, having a book review section in *TLO* will allow it to cover this important part of knowledge production.

Nevertheless, we are living in an increasingly digital era, characterized by the high-speed dissemination of information and knowledge, and where the internet has become a ubiquitous presence. The decision to extend this section to other materials, such as websites or blogs, aims to share insightful and useful information and debates that exist on the internet, with *TLO* readers.

In accordance with *TLO*’s editorial objective of engaging both practitioners and academics in progressive inquiries and critical dialogue about the learning organization and organizational learning, it is also our wish to publish books and media reviews that fit these two key journal audiences. This will be done trying to alternate the presentation of more academically oriented with more practitioner-oriented books and media reviews, as well as reviews that are of interest to both audiences.

Book reviews will be published in *TLO* mainly to introduce recently published books on the learning organization/organizational learning or related topics. However, we welcome reviews of all relevant books, whether recently published or older. Concerning special issues, our intention is to include a review of a book or a media related with the topic for the special issue.

Book reviews will include a brief background on the book topic, a brief summary of the book and its aims, an overview of the contents (structure, chapters) and the reviewer’s thoughts on the book, in terms of added value and implications for theory/research, practice and/or society.

Media reviews will follow a similar structure, with a description of the material, an overview of the goals and the contents and the reviewer’s opinions, namely in terms of added value and implications.

To fulfill our vision and aims, we would very much like to develop this section together with the contributions from *TLO* readers. We welcome information about interesting books and media that possibly could be reviewed for *TLO*, and readers who
wish to engage in the role of book or media reviewer are welcome to contact Teresa Rebelo, TLO's Book and Media Review Editor.

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Unlearning or ‘How NOT to Be Governed?’
Edited by Nader N. Chokr
Societas – Imprint Academic, 2009
Exeter, UK & Charlottesville, USA
92 pp.
Keywords Unlearning, Organizational unlearning, Education reform
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Nader N. Chokr’s book *Unlearning or ‘How NOT to Be Governed’* aims to show why unlearning should be viewed as crucial for education reform. Challenging the prevalent doctrines in the tradition and the enlightenment philosophy, Chokr contends that unlearning enables us to realize and tackle the “problem of governmentality” (p. 18), which has become manifest after the 2008 financial crisis (Pedler, 2014). Unlearning, which is about “unshackling oneself” (p. 6) and rejecting the false assumptions that belong to obsolete knowledge, provides the means to liberate ourselves from entrenched ways of thinking, by posing questions such as: How are we governed? Do we wish to be governed or to be self-governed instead? The author asserts that unlearning is a pivotal component of education that helps to bring out critical and self-reflective citizenship and thus contributes to radical and inclusive democracy or democracy-to-come. I found many of Chokr’s arguments interesting as they offer important implications for the organizational learning and unlearning perspective.

The book starts with a provocative prelude that sets the tone for the rest of the chapters. Arguing against the tradition (Chapter 1), the author sketches out the paradoxes of treating education as ideology or indoctrination or rational critical thinking (Chapter 2). Therefore, he proposes a new way of looking at the education system, which views education as *paideia* instead of *educare* or *educere* (Chapter 3), and demonstrates the crucial role of education-as-*paideia* in realizing the democracy-to-come (Chapter 4). He continues with explaining how this realization process exposes the problem of governmentality (Chapter 5) and proposing how we can go from the current state of (mis)education to education-as-*paideia* (Chapter 6). In Chapter 7, Chokr revisits Plato’s Allegory of the Cave in an effort to articulate the approximate meaning of unlearning, and concludes by discussing the relationship between unlearning and the role of philosophy (Chapter 8).

I will discuss this book neither through the lens of philosophy nor from the perspective of the ideology of democracy-cum-capital, but rather from the viewpoint of