Review of: "Cybernetic-Based Instruction: An Innovative Learning Model in the Digital Age"

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This work shows the gap that exists in knowledge between learning and the use of technology. The justification of cybernetics in learning has no basis, it confuses from its definition to its use as technology. The problem does not lie in the apparent duality between teacher and student, but in the relationship that founds knowledge. The systemic conception and the schools of representation and non-representation within the cognitive sciences are not mentioned here, which obscures the definition of CBI. The 1945 definition of cybernetics has evolved so that today there are new theories on viability, variety, ecopoiesis. So this work seems more a justification for the use of digital tools than a relational systemic conception of learning.