Review of: "Teaching Patterns in Technological Curricula"

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Potential competing interests: No potential competing interests to declare.

- There is an interesting intention to identify patterns of education in technological curricula resulting in a list of 11 patterns that describe in a general way the dynamics posed by each one. However, no standard description is evident in any of the cases presented in the light of key elements of encounter or disagreement among the 11 patterns described.

- Since no standard elements are evident on which the author bases his description of the patterns, the idea is given that BT, FT or HT are different issues, when the latter two forms, for example, are part of BT models that are thought from the dimension of the location of instruction (virtual/presential) and the time of effective interaction (synchronous or asynchronous). Other inaccuracies also occur when forms such as e-learning, teaching through the network or MT are presented, which in a more rigorous perspective differentiates the proposal by the technological tool that supports the largest percentage of the teaching-learning experience that is designed.

- The document lacks the minimum structure that allows understanding the exercise of investigative rigor that it attempts to describe. It is recommended that the author: (i) expand on the characteristics, contents and affiliations of the websites analyzed, as well as the books consulted to identify such patterns, (ii) make the appropriate referencing throughout the document on the patterns presented and (iii) expand the consultation of white and gray literature to give greater support to his proposal.