

Review of: "Agile Learning: An innovative curriculum for educators"

Nele Fischer

Potential competing interests: No potential competing interests to declare.

Dear authors, your work towards integrating agile approaches into school education is very timely. As far as I understand, your article is based on a current project of yours with the intention to a) outline a set of competencies that are needed if one wants to work in an agile way (that is which students should learn) and b) present a curriculum for teachers in order to learn those competencies themselves and to learn how to convey them to students.

If my understanding is aligning with your intention, I strongly suggest to make that focus more clear and **restructure your paper** accordingly. It seems advisable to clearly focus on the educator perspective (and more ideally more precisely on school educators). Currently, you are deriving many arguments from what students need (and it seems a bit unclear if you speak about competences that students need or that educators need or both, and if both, what educators need in addition in order to create agile learning environments, if this is your goal). It could be helpful to put all aspects related to changing needs for education (and thus what students would need to learn) within the introduction, followed by your specific focus on the agile part of a changing skill- and competence set. Afterwards, it might be helpful to have one section dedicated to a definition/ your understanding of "agile learning" and the competencies it involves (by now, this comes up throughout the paper but stays a bit vague - and especially a clear, substantiated understanding of what agile learning means to you would be beneficial). A third section might condense all arguments and insights related to what that means for educators, culminating in the proposed curriculum and rounded up with discussion and limitations. This way, you might avoid some of the current redundancies (such as references to competence frameworks or specific approaches in different parts of the paper) and would it make easier for readers to follow.

Moreover, the **selection of approaches** was not clear to me and it could potentially be helpful to be more focused here, too. On the one hand, you clearly refer to agile approaches (like Scrum, ...) which seems to be at the core of your paper. On the other hand, you integrate approaches more linked to ongoing attempts of restructuring learning-modes, like flipped-classroom or project-based learning. To my understanding, those approaches are not necessarily linked to agile learning (though, of course, a lot of connections can be established). Within the paper, it is not clear why you pick those approaches, too (but leave out similar ones, e.g. transformative learning). It might be helpful to fully concentrate on agile approaches or give more detail on your selection and the linkage. It might also be helpful to point out more in detail what the specifics of agile approaches are (potentially linked with a more specific and in depth competence discussion).

Also, it would be very helpful if you could **substantiate your work more with sources**. By now, it is not always clear what your own work is and what you take from others and partly, you give references, partly not. Especially regarding your

development of competencies and of the curriculum, a discussion of whatever sources you build upon would be helpful. Also, it would be helpful to be more precise on your own project (when, what, with whom, ...).

Finally, I suppose it could be an interesting point within the discussion/ limitation section to think about how your proposed curriculum could work in practice. E.g. do you have thoughts on where to integrate that? Are you proposing a change to teacher-education or rather something like a professional training? And what are your aims with that curriculum, e.g. is it a training of mindset/attitude and you hope for teaching to be transformed through that? Or do you see its practical implications rather limited for specific parts of school?

A minor point: In the current competency section, there is a formatting mistake with the “communication” competence (transversal competencies).

I hope those comments are helpful to you.