

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

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Thank you for the opportunity to review "Agile Learning: An innovative curriculum for educators" dated November 20, 2023. First, the authors should be commended for funding support of this project. In the draft, authors describe concepts associated with agile learning, an emergent educational approach due to recent and forecasted changes in education. Authors describe the Agile2Learn Curriculum, Agile Learning for Educators' Curriculum, Agile2Learn Competencies, Transversal Competencies, and Digital Competencies. The current manuscript appears to be situated in a European educational context. Actually, I was able to read an earlier version of the manuscript. Although my peer feedback was unable to be offered at that time, I was thoroughly pleased to observe many of the manuscript improvements (i.e., citations, expanded discussion) in this current version.

My feedback here is associated in two main areas. First, the article's purpose and situating in educational scholarly landscape. Notably (and surprisingly), the first citation provided was not until the bottom of page two. Second, organizational strategies to improve and promote readability.

One strong recommendation to continue improving the current manuscript is to incorporate meaningful practitioner and applied examples. Let me offer my insight. Upon recognizing the paper's title included Agile Learning, I was prepared to see Agile Faculty: Practical Strategies for managing research, service, and teaching (Pope-Ruark, 2017). I did not and let me add that is perfectly fine as it may not fit into the broad scope envisioned by the authors. However, as a reader, I was often left wanting to know more about how Agile Learning (and related components emphasized in the paper) have/are/will impact education. There are opportunities to expand the background through the use of citations and applied experiences. What educational research was conducted about Scrum? Knaban paragraph should have additional citations, and same for the XP paragraph. Also in the background section, what citable examples can expand each of the 3 areas that prompt "significant transformation" in the first sentence? What are examples can describe how flipped classroom and PBL approaches are implemented in the classroom? What does literature suggest about how and why any of the mentioned approaches can create powerful learning experiences? In the Agile Learning for Educators' Curriculum, what are examples of EU policy priorities and in section 4, what examples depict clear alignment? How does that compare with global education priorities? Were European Union frameworks directly influenced by the pedagogical approaches? If so, please add citation. In Section 5 first sentence -- "the role of educators has transformed significantly" -- what are citable examples for how? Areas that may or may not be of interest to the authors: What does literature indicate about competency-based education? My impression is competency-based education is emergent. What does that mean to the

authors and their shared effort in promoting Agile Learning? In short, please add citation(s) where the paper contains a statement (i.e., competency, learning objective) not generated by the authors, and/or to add context and clarity for readers. These are writing strategies to increase relatedness and relevance.

Improving the paper's organization could also positively impact the paper's readability and purpose. The introduction and elsewhere included first-person language, which could be removed. Multiple sentences start with "It" "The curriculum" "This approach" or some variation. My recommendation is to revise, clarify, or minimize such writing occurrences, as readers can unintentionally become distracted from the point(s) the authors intend. The six primary objectives of Agile2Learn curriculum (page 2) can be bold and follow the pattern of other sections. Figure 1 was an improvement, although the "..." are unclear. Although not explicitly stated, I am assuming the 12 experts are experts in Agile Learning? Is that through research or applied experiences?

Similarly, please expand on what and how these are important. This manuscript version expands on these three competency domains better than earlier paper iteration(s). The authors have an opportunity to add sentences and citations preceding the six agile-related competencies (similar to transversal and digital competency sections). Why are the curriculum learning objectives 4-5 not included in the paper? Please make clearer. Transversal (8) should be seven, unless an eighth competency should be added. Perhaps it is communication, which is disguised within the preceding paragraph's text.

My intent in this peer review is to provide insight in how to improve the current manuscript. My hope is the authors thoughtfully consider and reflect on ways that can not only strengthen the paper but also crystalize the primary scholarly purpose (or clarify desired impact) of this work. Practitioner insights, such as implementation and research findings, are particularly informative to reader. Best wishes as the authors proceed.