Qeios

Peer Review

Review of: "Cybernetic Based Instruction: an Innovative Learning Model in Digital Age"

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This paper explains the learning model “Cybernetic Based Instruction (CBI)" by explaining issues with current learning models and providing advantages of CBI for both learners and instructors. Furthermore, the paper provides an explanation of the integration of the model into the learning process. The paper attempts to posit CBI as a required and innovative model which should be adopted in current instruction for learners in the digital age. There are no data-based conclusions or comparisons presented in the paper, and it is purely a theoretical overview, although novel in its current form.

1. There are several grammatical mistakes in this paper; please see the structured list below:
    1. This paragraph is missing periods after “methodology” and “learning”.
        1. With the advancement of technology and the enrichment of online educational resources, educational institutions worldwide are witnessing a massive trend towards the integration of technology within their education and learning methodology. The fulcrum of the learning process is being altered from teacher-centered, direct instruction to student-centered or active learning. One way to achieve student-centered learning is to make use of technology by incorporating interactive learning, video lessons, and online interaction, where students can take the initiative in the learning process (Halasa et al., 2020).
    2. Inconsistency of “Cybernetic-Based Instruction”. This occurs with respect to hyphen usage.
        1. Hyphen usage is seen in “Cybernetic-Based Instruction (CBI) emerges as an innovative learning model that capitalizes on the advancements in technology and the principles of cybernetics.” but not in “Cybernetic Based Instruction (CBI) is a form of self-instruction in which the teacher facilitates and guides the students towards achieving the objectives

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of the lesson by utilizing the internet as a search tool." This is also seen in several other places in the paper.

3. Improper usage of the term "Cybernetic-Based Instruction" after acronym setting.
    1. Acronym setting occurs in "Cybernetic-Based Instruction (CBI) emerges as an innovative learning model that capitalizes on the advancements in technology and the principles of cybernetics." but several times throughout the paper, the full-named term is used with the parenthetical acronym. It is then seen that in the "Literature Review" section, just the acronym, CBI, is used.

2. The paper introduces the following terms, "constructionism" and "social constructivism", but does not provide an explanation of the respective terms. This may make it difficult for readers to understand the connection between CBI and other modern learning theories.
3. In the abstract, I would recommend changing "Sustainable Development Goal" to "United Nations Sustainable Development Goal" to clarify the significance and affiliation of the respective goal.
4. There is no clear indication of what differentiates CBI from other modern learning theories. When reviewing the key features of CBI - "Interactive Learning", "Personalized Learning", "Real-World Applications", "Continuous Assessment", "Collaborative Learning", "Data-Driven Instruction", and "Lifelong Learning" - there does not appear to be any differentiating factor from existing models.
    1. A section to break down the differences between CBI and other modern learning models would help differentiate this model from the others.
5. There does not appear to be enough diversity and depth of information for this paper to be considered a "review paper," which Mr. Rajah posits in the abstract: "This review paper explores the concept of CBI as a cutting-edge learning model in the digital age." Review papers are typically comprehensive and extensive, not only providing a summary of a topic but also providing in-depth analysis of it. There is a lack of analysis, theoretical or concrete, in this paper.

I wish the best with this research and the corresponding paper; let me know if you have any questions.

Declarations

Potential competing interests: No potential competing interests to declare.