

Review of: "What do different perspectives on epistemology tell us about teaching and learning?"

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Potential competing interests: No potential competing interests to declare.

The article aims to address the significance of epistemology in teaching approaches. As this issue underpins the methodological orientations in the teaching scenarios the contribution of the article is meaningful and important, as well.

However, I would suggest the following major revisions to the article:

- The extant scholarly studies have already illustrated a solid picture of different epistemological paradigms, thus, please clearly highlight and explain what is new in this article which has been claimed by the author.
- The article has been written without any sub-headings; for example, the following can be considered, such as an intro, background, method, results, discussion, and conclusion.
- A more careful choice of words/sentencing is required throughout the article; e.g., actually, epistemology is not “the branch of philosophy”.
- It is helpful to elaborate (e.g., in the introduction) what is the difference between the epistemological orientations in the “teaching” (which is the aim of the current study) versus the “research” context.
- The author could discuss the relevance and importance of ontology in this domain which can help to base the foundation of the arguments more rigorous.
- The article is purely philosophical, so I would suggest adding a conceptual framework or table which can facilitate future researchers, as well.
- A scientific article requires a solid literature review, accordingly, more and better references are required in this article (all the references are rather old in the current version).