Review of: "Agile Learning: An Innovative Curriculum for Educators"

Muralidhar Kurni

Potential competing interests: No potential competing interests to declare.

Clarity and Organization:

- The manuscript is well-organized, with a clear structure that flows logically from research methodology to curriculum development and competencies.
- The use of headings and subheadings aids navigation. Consider providing a table of contents for quick reference.

Research Methodology:

- The methodology section effectively explains the rationale for focusing on agile education and justifies the use of various frameworks.
- It would be beneficial to elaborate on the selection process of the 12 experts, including their expertise and background.

Competency Identification:

- The use of DigiCompEdu, DigiComp2.2, and other frameworks for identifying competences is commendable.
- It might be helpful to provide a brief overview of each competence framework for readers unfamiliar with them.

Curriculum Development:

- The curriculum development section is comprehensive, covering objectives, pedagogical methods, and the integration of agile principles.
- Consider providing examples or case studies of how the curriculum can be applied in different educational settings.

Learning Objectives:

- The learning objectives are well-defined and aligned with the competencies. They provide a clear roadmap for educators.
- To enhance practicality, consider including specific measurable outcomes for each learning objective.

Competencies and Frameworks:

- The breakdown of competencies into agile-related, transversal, and digital categories is effective and facilitates understanding.
- When introducing frameworks like Scrum and Kanban, provide a brief overview for readers unfamiliar with these terms.

Discussion:

- The discussion effectively highlights the strengths of the curriculum, including its alignment with European standards and its potential impact on education.
- Consider discussing potential challenges in the implementation of the curriculum in more detail.

Limitations:

- The limitations section is thorough, addressing concerns related to the application of agile methodologies and the potential digital divide.
- Acknowledge any potential biases in the selection of experts and the generalization of findings.

Future Work:

- The future work section provides a roadmap for ongoing validation and practical application of the curriculum.
- Specify potential methodologies for empirical studies and highlight the anticipated timeline for future work.

Conclusion:

- The conclusion effectively summarizes the manuscript, emphasizing the innovative nature of the agile learning curriculum.
- Consider reinforcing the importance of continuous adaptation and flexibility, especially in diverse educational settings.

Language and Style:

- The language used is generally clear and concise. Avoid jargon where possible and provide explanations for terms that might be unfamiliar to a broader audience.
- Ensure consistency in terminology, especially when referring to competencies and frameworks.

Visual Elements:

- The inclusion of Figure 1 and Figure 2 is beneficial for visualizing the curriculum components and competency groups.
- Consider adding more visual elements, such as charts or graphs, to enhance understanding and engagement.

References:

- Ensure all references are consistently formatted and cited appropriately throughout the manuscript.
- Consider providing hyperlinks to online resources for frameworks mentioned, facilitating accessibility for readers.

Overall, the manuscript presents a thorough exploration of agile education, competencies, and curriculum development. Addressing the suggested improvements will further enhance its clarity, accessibility, and practical applicability.