

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

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Potential competing interests: No potential competing interests to declare.

Reviewer Report

Title: Agile Learning: An Innovative Curriculum for Educators

Overall Recommendation: Major revisions required before publication

General comments:

The manuscript presents an interesting and timely topic exploring the integration of agile methodologies into teaching practices. Developing a competent framework to equip educators with essential skills to implement agile learning is pertinent in meeting the evolving demands of contemporary education.

However, while the central research question is clearly articulated, the literature review appears selective and lacks depth in fully contextualizing this research within the broader scholarship on educational innovation and critical pedagogies. The omission of contrasting perspectives overlooks the complexity entailed in analyzing pedagogical shifts.

Additionally, the proposed curriculum, while aligned to EU standards, seems to adopt a uniform approach without accounting for the diversity of educational environments and learner needs. Adaptive strategies tailored to localized contexts could enhance relevance and inclusivity.

Finally, evaluating the feasibility and scalability of implementing this curriculum through empirical studies could further validate its effectiveness across diverse settings.

Specific comments:

1 - Expand the literature review to incorporate critical analyses around the social and ethical implications of educational methodologies, not just efficiency considerations.

2 - Address limitations around intensified demands on educators, depth versus speed of learning, and equity of access with agile approaches.

3 - Discuss the need to adapt the standardized curriculum to diverse educational environments and learner characteristics.

4 - Provide concrete examples of tailored strategies focused on differentiated instruction, content complexity, and varied tools.

- 5 - Outline plans for longitudinal studies assessing the impact of the curriculum across contexts.
- 6 - Compile empirically-grounded guidelines for localized adaptations of the curriculum.

Overall, this manuscript would benefit from expanding the theoretical grounding in critical pedagogy discourse, recognizing the particularities of contexts, and further validating the proposed curriculum through applied research - before it can be considered for publication.