

Review of: "Profile and scientific nature of pedagogy"

Maura Pilotti¹

¹ Prince Mohammad Bin Fahd University

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The manuscript entitled "Profile and Scientific Nature of Pedagogy" is an interesting conceptual overview of education through the lenses of science. My modest advice is that the manuscript deserves publication if the following concerns are addressed:

The abstract needs to be rewritten so that its contents follow a more logical order. The goal is to ensure that a broad readership may find it of interest and benefit from it. For instance, at the beginning of the abstract, a definition of pedagogy is provided. In the end, the authors mention that "[t]he pedagogical method is not limited to didactics and teaching-learning, it also includes the methodology of educational work that organizes the educational process and context, the regime and lifestyle for the formation of the personality, as a scientific direction of pedagogical practice, inside or outside the school." Should this statement be part of the initial definition of pedagogy as the science of education?

Action research should be described and its findings discussed. If indeed pedagogy is the science of education, it must be described not only as involving the assessment of the educational process and outcomes but also as entailing the goal of improving education through action research. There is a multitude of assessment methods (e.g., observation, survey, test, etc.), and research methods (e.g., field experiment, lab experiment, correlational study, sample study, observation, and retrospective case study). They need to be reviewed along with their strengths and weaknesses. The evidence regarding their purported effectiveness must be discussed at length if the definition of pedagogy as the science of education is the focus of the paper. The science of education develops in steps through research that clarifies and sometimes changes existing paradigms of learning and teaching.

The conceptual map on p. 17 needs to be translated into English. The same suggestion applies to the figures that follow.