

Review of: "Implicit and Explicit Modelling: Case Study of EMU (Eastern Mediterranean University) Teacher Educators' Perceptions and Practice"

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Potential competing interests: No potential competing interests to declare.

Dear Author

The manuscript titled "Implicit and Explicit Modelling: Case Study of EMU (Eastern Mediterranean University) Teacher Educators' Perceptions and Practice" presents an interesting investigation of the teacher educators' views on the significance of the teaching methods of implicit and explicit modelling. In general terms, it seems to me that the manuscript lacks a logical structure in its approach and does not exploit the topic in question well enough. In the following paragraphs, I include the comments that I consider relevant to be addressed, along with some suggestions to respond to them, and references and recommended bibliography.

The abstract of the manuscript seems a little disorganised and lacking important information to me, since the author only refers to the objectives, results, and something about the implications of the study. I suggest the author structure it as follows: (a) importance of the topic, (b) research objective(s), (c) brief theoretical and methodological description, (d) main results, and (e) main conclusions.

The introduction of the manuscript seems unclear to me. Firstly, if we talk about teacher education in modelling, I consider that important works in this regard are neglected, such as Maaß (2007), Ledezma et al. (2023), Wiegand & Borromeo Ferri (2023), among others, which provide interesting background to introduce this topic in the manuscript. Secondly, the formulation of the objectives seems more like an achievement of methodological steps, so I recommend posing a research question for the study from which to break down the objectives.

As I progressed through the manuscript, I noticed that there are three very broad research questions, which I recommend narrowing down to the scope of this particular investigation, because all three can be answered with a literature review.

In methodological terms, everything described in this section can be written in a single paragraph, which shows the lack of specificity in its content. For example, what time frame (months) does the fall semester 2022-23 correspond to?

Regarding the findings and conclusions of the study, I suggest that it be discussed with the modelling literature to more precisely understand the contribution that this study intends to make to current research.

Recommended bibliography

Maaß, K. Modelling in class: What do we want the students to learn? In *Mathematical Modelling (ICTMA 12): Education, Engineering and Economics*; Haines, C., Galbraith, P., Blum, W., Khan, S., Eds.; Horwood: Chichester, England, UK, 2007; pp. 63-78. <https://doi.org/10.1533/9780857099419.2.63>

Ledezma, C.; Breda, A.; Font, V. Prospective teachers' reflections on the inclusion of mathematical modelling during the transition period between the face-to-face and virtual teaching contexts. *Int. J. Sci. Math. Educ* **2023**, 1-25. <https://doi.org/10.1007/s10763-023-10412-8>

Wiegand, S.; Borromeo Ferri, R. Promoting pre-service teachers' professionalism in STEAM education and education for sustainable development through mathematical modelling activities. *ZDM* **2023**, 1-14. <https://doi.org/10.1007/s11858-023-01500-8>