

Review of: "Presenting a Wind Turbine Model for Climate Change Education and Action"

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The article titled "Presenting a Wind Turbine Model for Climate Change Education and Action" provides an innovative approach in the realm of climate change education, employing the metaphor of a wind turbine to bridge existing gaps in environmental and sustainability education. This model is distinct in its emphasis on various educational facets, including the acquisition of knowledge, development of critical thinking skills, and fostering an awareness of values, identity, and practical actions. However, the paper would benefit from certain enhancements to bolster its academic rigour and effectiveness.

Firstly, a more thorough justification for selecting the wind turbine as a metaphor would strengthen the paper's argument. The rationale behind this choice, particularly when contrasted with other possible metaphors, is crucial for understanding its relevance to climate change education. Additionally, the paper should provide clearer correlations between each component of the wind turbine and specific elements of climate change. This will enhance the educational value of the model by drawing more tangible connections between the metaphor and the complex nature of climate change.

The paper also exhibits inconsistencies in its writing style, alternating between impersonal and personal expressions. Adopting a consistent tone and style would enhance readability and uphold the professional standard expected in academic writing. Furthermore, the presence of several grammatical issues necessitates thorough revision and editing for improved clarity and coherence.

Regarding the citation style, the article currently uses multiple formats, which could lead to confusion for readers. A uniform citation style is essential for academic rigour and consistency. Moreover, the references cited in the paper appear somewhat dated. Incorporating recent literature and studies would provide a contemporary perspective on the topic, demonstrating its ongoing relevance.

Lastly, certain sections of the paper give an impression akin to generic, AI-generated content. To elevate the paper's scholarly contribution, it is recommended to include more original research, case studies, or unique insights, thereby enhancing its originality and value to the field of climate change education.

In summary, while the paper introduces a compelling educational model for climate change, addressing these areas of improvement will significantly enhance its academic integrity and effectiveness as a resource in this critically important field.

