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

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This paper has dealt with essential educational concepts related to Agile learning methodologies, educators' competences, curriculum objectives, all of which are pertinent to the 21st century educational landscape. However, it merely outlines and defines conceptual issues, which are not the characteristic features of research. The authors therefore need to consider the following points so as to alleviate the limitations of the paper, make it rigorous, and revitalize it.

The abstract section should include the methodological approaches and data sources used. It should also succinctly make statements on what was researched, what was tested or done, what was found, and how they were found in line with their implications for the specific and general context.

Ideas and arguments presented in the introduction section need to be supported by sources, references, and evidence. This section should also discuss the research context, why and how the research was initiated.

The aims of the paper or document are not stated. There is no clarity on what it intends to achieve. A question may arise here - is it to explore, test, and assess or evaluate the principles and practices of Agile learning methodologies? Or are there any other intentions?

Research questions are substantial in any research process, and this paper needs to pose questions and systematically work to find answers.

It should label and explicitly show readers the research processes. Narration in relation to the practicality, adaptability, relevance, and efficiency of the Agile learning methodologies and their curriculum objectives is important. The process should show phases that methodologically explore a specific context, search and review relevant literature, and develop syntheses to offer meanings from these contextual and conceptual realities.

The paper should at length prove how it reached a conclusion and what these drawn concluding remarks imply in connection to the principles and practices of Agile learning.