

Review of: "Learning Behaviors and Academic Performance: A Comparative Study"

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As an article on contemporary theory in student learning and achievement, its theme is an old one. The structure of the text is robust; however, some concepts are presented redundantly. The experiences and detailed results presented by the authors contribute importantly to the claim. Although backed by analysis, nothing new is asserted here. Rather, once more and for the record, one needs updated data to confirm what follows.

It was noted in the study that proactive learning behaviours were closely associated with increased marks. The research shows that those who actively participate in their educational programs, show curiosity, and adopt interactive learning methods always have far higher academic achievements. The new, upward alignment of academic excellence with proactive participation in classroom activities like lively discussions among students and group work, for example, has given rise to reframing (and therefore hopes) regarding dynamic theories in education. This report also argues loudly for a widened pedagogical approach embracing multiple styles of learning. If we can create an educational climate that caters to all the various preferences and levels of talent, then aligning it with universal laws enables learning to flourish. At the heart of this respect for difference in learning styles is a belief that where students differ, our teaching should respond by according them equal opportunity so they can achieve academically based upon their individual gifts and talents.

On the other hand, a more in-depth examination of methodological aspects is recommended, explicitly detailing the scientific rigour criteria applied (transferability, dependency, reflexivity, etc.), emphasizing the coherence between these criteria and the employed method. Additionally, explicit inclusion of ethical rigour criteria, such as confidentiality and informed consent, is necessary.

Finally, concerning participant sampling, a more detailed quantification is suggested, considering key variables such as age, type of educational institution, geographical location, observed subjects, and study duration. Furthermore, a more detailed exposition of the data collection procedure is expected, addressing sample size and observation period.