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

Stefanie Ollenburg[1]

1 Freie Universität Berlin

**Potential competing interests:** No potential competing interests to declare.

This review agrees with previous reviewers that the paper is well-structured and offers a pedagogical concept of Agile Learning that is well argued with the potential to become a guideline for educational research and practice.

The paper looks at the changes that curricula need to make to equip students for a world of digitalization. According to the authors, agile learning can be an effective pedagogical approach for teachers and students to adapt to a continuously changing context.

The paper provides a good overview of their concepts and the background the research is based on. The authors provide, with the structure of their paper, a first roadmap that can provide a basis to adjust curricula.

The authors understand their limitations and provide valid criticism on agile methodologies. Yet, in the section on "future work," the authors become rather broad when it comes to practicality. Already in the paper, certain aspects could provide a better focus and make it relevant for research and practitioners. The following questions might provide a frame that gives the concept even more relevance – either as part of the analysis or in the end for providing guidance for future work:

- What school systems did the authors analyze?
- What age groups of students is the focus?
- What competence frameworks were used to come up with the provided agile competences mentioned?

Another point of criticism goes along with the authors' own criticism that Agile learning may further a neoliberal mindset. Already in the introduction, the "learning-by-doing" concepts based on John Dewey were mentioned. Here the connection could be made to "transformative learning" (Mezirow) in the context of "education for sustainable development". There is a body of work on the development of competences as well as methods. As an integration in the main concept at this point is not feasible, this could be mentioned in the future work section to connect the similar methods as well as the competence frameworks.

If the authors would see the minor adjustment as adequate, it would be a pleasure to find the article published as a good contribution to the body of work on how education needs to shift from only knowledge transfer to competence development.