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

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Modelling is of great importance in teacher education, and an article examining teacher educators' views on modelling has the potential to be of great value. In this article, the author appears to have collected useful data, but unfortunately the analysis of the data does not shed much light on the use of modelling in teacher education.

I am afraid I found the findings very difficult to follow as there was no clear structure and the key themes were not apparent. I was also confused by the 2 separate lists of research questions and unclear what question was being addressed at any given point in the findings. Inconsistencies in using quotation marks also, at times, made it challenging to identify what was a quotation and what was the author's interpretation.

From a theoretical perspective, the author focuses on the distinction between implicit and explicit modelling. While I believe this distinction is valuable, it is unclear why the author chose to focus on types, not levels, of modelling (and I am afraid I do not understand the point of Table 1). Given this focus, I was expecting the findings to distinguish between the purposes, uses and challenges of, on the one hand, implicit modelling and, on the other, explicit modelling. However, throughout the findings no distinction is made (every reference to modelling in the findings uses "implicit and explicit"). Although the points made in the conclusion are valid, I am unclear how they are derived from the findings.

I am afraid that, overall, the article appears to be a missed opportunity - potentially valuable data collected, but unfortunately unstructured, confusing and unfocused analysis and reporting of findings. I hope the author will reanalyse the data and produce a new clearer and more focused findings section so that the value of the data is not lost.