Review of: "Agile Learning: An innovative curriculum for educators"

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Potential competing interests: No potential competing interests to declare.

The paper **Agile Learning: an innovative curriculum for educators,** authored by Panos Fitsilis, Vyron Damasiotis and Evangeli Boti, presents the main tenets of agile education which is aimed to redefine educational practices and incorporate the needs of a contemporary educational process and its participants. Also, a preliminary attempt is made in the paper to locate the observed shift in the methodological theory of learning/teaching.

There are two reasons why the paper represents a paramount trend in modern scientific research. Firstly, it puts to discussion much wanted changes in the educational theory and practice, which will be looked in more detail later in this review. The second reason for the paper to be of significance is the publishing space in which it is released, namely in the Queios Journal. The post-publication, open peer review model of presenting a scholar's research outcome constitutes an advanced system of scientific work in contemporary western science; this model of research presentation and verification seems optimal for science and adacemia, as it is based on mutual respect within the international scientific community, on open communication among scholars, and on potentially productive cooperation between them. I agree with the Queios publication team and their organising assumption that potent scientific ideas will be naturally noticed and acknowledged by academic readers when publicized, while low-quality research will receive needed stimulation to improve and expand. There is no need of behind-the-scenes deliberations of editorial managements; no need for murky and often not honest mechanisms of science distribution and evaluation not to mention science financing. Such platforms of scientifc cooperation as the Queios Journal constitute the expression of the expanded science and the noble ethos of modern academia.

When it comes to the paper evaluation, I will structure my review into two concise sections. First, I will look at the most valuable ideas presented in the study. And then I will synthesize my suggestions for possible extensions of the theoretical/methodological framework of the research presented.

The following theoretical and applicational approaches presented in the paper constitute strong proposals in the modern education research:

1. Agile education and agile teaching methods - these concepts meet conteporary dynamic and creative educational contexts both in the *micro* scale and in the *macro* scale. Agile education is an applicationally promising methodological proposal from the micro perspective of *the cognitive-emotional-motivational profiles of participants* of the educational process (students and teachers), as this methodology embraces and respects the individuality of classroom interactants.

2. In the macro perspective, educational settings and relations do change continually, reacting to shifting social, political and economic ecosystems they are embedded in. Agile education as an idea seems to be the optimal methodological response to this process. We can for example consider the dynamically subsisting *educational dyads*, i.e. (i) in-person vs. online-based student-teacher contact and cooperation; or (ii) group classroom work vs. individual, autodidactic work of each of the student extending beyond the framework of school curriculum or the classroom as such. Agile education is a conception which addresses these processes.

The following extensions of the theoretical stance are suggested for the authors of the paper to consider in their research:

1. Agile education is a methodological proposal, which can be related to *the ecological approaches* in the educational theory and practice. I recommend that the authors consider such publications as i.e. Ian Tudor's The dynamics of the language classroom. Also, dynamic and situationally-oriented classroom processes are methodologically reflected in the conception of *mindfulness in school* and *mindful education*.
2. In the theoretical research the notion of *the expanded educational paradigm* has been coined (KALTWASSER et al. 2014; BOGUSŁAWSKA-TAFELSKA, 2006; ZENNER, HERRNLEBEN KURZ; WALACH, 2014). The study presented in the paper can be expanded by adding this theoretical foundation. The ecological paradigm or more generally put – the 21st century holistic paradigm – constitutes the theoretical basis of all these modern approaches in the educational science: agile learning/teaching, mindful school, and classroom as an ecosystem.

As a final comment, the general model of agile education presented in this paper refers to a student's future professional success, and focuses on job market-oriented assets and competencies of students/learners. What would expand and enrich the model of agile education would be more visibly introducing the holistic and ecological ideas of education as self-realisation and inner development. Agile education needs to embrace (and accentuate in its models) a person's internal benefit, and go beyond the motivating aspects of the future job prospects. *Mindful education* or *ecological classroom* do exactly this; these approaches promote education being a self-actualising, life-long process, addressing not only one's cognitive functions, but also emotional and biological functions of self-adaptation and self-regulation; and the dynamicisms of a person as a conscious living system remaining in relationships and connections with other living systems in the ecosystem of the planet.

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