

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

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I read through the first version of this paper and noticed some issues. But in this current version, most of the issues have been corrected and a great improvement has been achieved. The authors have really done a lot of work and should be commended for delving into this type of state-of-the-art topic, "Agile Learning: An innovative curriculum for educators". It is catchy and topical, as it concerns transforming the teaching and learning process to meet the demands of this era of technology.

The paper expatiates on the significance of agile learning in today's tech age and creates awareness among educators, since many educators may not have known anything about agile learning and what it entails. The authors also explain that agile learning originates from methodologies used in software development; therefore, agile learning is being adapted into the existing European Union policy priorities to improve transversal competencies in education.

However, the topic seems ambiguous because one is not clear if the proposed 'curriculum' is for classroom teaching or for the training of educators.

Hence, the 'Abstract' needs to be presented in alignment with the specific focus of the paper. Then, the methodology employed to design or propose the curriculum should be briefly stated in the Abstract, stating how Agile Learning has been adapted into educational curriculum. Research questions function as a guide for the study, but they are not clearly stated. They need to be clearly identified at the beginning of the paper and then properly answered in the 'discussion' part of the paper.

Also, authors need to differentiate between the Agile2Learn Project (Erasmus+KA2) and the proposed Agile Learning Curriculum, unless they have completely adapted it for their own work.

The content of the 'Background' should be the first thing we are introduced to, and the content of the 'Introduction' should be moved to the section where Agile Learning is being introduced. Also, I believe the theoretical framework for this paper is the Agile2learn Erasmus+KA2 Project, or the Agile Learning Approach, although it is not stated in the paper. The framework for the paper should be explicitly stated in the literature review.

The paper focuses on educators (teachers) rather than learners, presupposing that teachers train themselves in this new methodology and learners engage in some pre- and during-class activities that are different from traditional teaching/learning methods. This presupposition is vaguely presented in the paper. It needs to be precisely described in

the Methodology, which is still not clear. As much as Agile Learning is shifting from the traditional setting, I strongly believe that the proposed Curriculum should be designed in modules (aspects of Agile learning to be taught); time frame; content; behavioural objectives; skills to be developed; tasks materials; learners'(educators') tasks; etc., to guide and measure productivity and effectiveness during and after lessons. The methodology should reflect how Agile Learning (with its competence groups) is incorporated into this type of educational design for practicability.

There is no Table 1, as indicated in the Methodology. So, from all the different sections of Agile learning presented, there should be a draft design of the Curriculum. This will give educators a sense of direction and a better understanding of the paper.

I believe that these comments, if considered, will add much robustness and good quality to the paper.