

Review of: "Tackling Tradition in Education"

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Potential competing interests: No potential competing interests to declare.

The article tackles pertinent issues in education then and now and there are a number of relevant insights. I found these issues relevant and interesting to read. My main concern is the lack of coherence. Some sections are longer and narrative in nature with the author's evaluative voice missing. The organisation of the paper could also be improved, to ensure a seamless progression of the article from one section to the next. Below are some points for consideration.

1. Abstract posed topical questions in accordance with the challenges of shaping learning in the 21st century marked by volatility. The questions echo some sentiments that there are more questions than answers in the field of education.
2. Section 1 – Introduction

Need for coherence e.g: in the paragraph beginning: 'Progressive education benefits are that teachers recognise and value creativity, interests and differing student abilities'— this paragraph start by mentioning the benefits of progressive active learning but ends by indicating some drawbacks without any signposting. The paragraph that comes after this also lists the drawbacks but the topic sentence does not prepare the reader for this. On the whole, section 2 lacks clarity and link to the heading. The author should consider using discourse markers to guide the reader through it. It seems as if the author focuses more on the UK education system as an example of challenges in traditional systems but as the heading to this section implies, there should have been a balance between *the advantages and disadvantages of traditional and progressive approaches*.

Perhaps the author could add their perspective/voice rather than list-like points that are not clearly evaluated and a more concise conclusion to this section too.

1. Section 3 has been well argued although one example was used throughout.
2. Section 4 – reason for outlining the history of education in the countries selected is not clear. The entire section is narrative and does not seem to bring to light the author's voice/perspective with regards to *tackling tradition in education*. Perhaps a summarised and objective comparative approach between traditional schooling and 21st c learning would have kept the narrative relevant.
3. The review section seems to be outlining more or less what has already been tackled previously.
4. The author should also consider a clear conclusion that attempts to answer the questions posed at the start of the article.

