

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

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The paper titled "Agile Learning: An Innovative Curriculum for Educators" presents a compelling exploration of the transformative impact of agile methodologies within the realm of education. The document adeptly underscores the innovative nature of incorporating agile principles into educational curricula, offering a conceptual framework that promises to enhance the quality and efficiency of the educational process. This integration of agile methodologies into education is a testament to the adaptability and relevance of agile principles across diverse domains, showcasing a forward-looking approach to curriculum design.

A notable strength of the paper lies in its elucidation of various educational approaches, such as Project-Based Learning (PBL), Lean education, and Inquiry-Based Education, through the lens of agile methodologies. This comparative analysis provides valuable insights into the synergies between agile principles and established educational paradigms, demonstrating how agile concepts can be effectively integrated into different pedagogical strategies. The paper thus contributes to a nuanced understanding of the intersections between agile methodologies and existing educational practices.

Furthermore, the identification and exploration of Agile Related Competencies introduce a novel dimension to the paper. The delineation of these competencies offers a structured pathway for competence development among educators, aligning with the broader objective of enhancing teaching capabilities within an agile framework. This aspect adds a layer of systematicity to the adoption of agile methodologies in education, potentially facilitating more effective implementation.

Another distinctive feature of the paper is the incorporation of key transversal competences, providing a comprehensive perspective on curriculum development. The inclusion of these competences contributes to the creation of a well-balanced curriculum, acknowledging the multifaceted nature of education and ensuring a holistic development of learners. This nuanced approach addresses the evolving needs of education, positioning agile methodologies as a catalyst for a more integrative and adaptable educational system.

The discussion on digital competences introduces a forward-looking dimension to the paper, highlighting the evolving landscape of education in the 21st century. The incorporation of digital competences underscores the importance of preparing educators to navigate and integrate technology effectively, thereby equipping them to foster the development of 21st-century learners. This forward-thinking perspective positions the paper at the forefront of discussions on the evolving role of educators in the digital age.

The paper could benefit from more concrete examples or case studies illustrating successful implementations of agile methodologies in educational settings. Including real-world instances would not only validate the theoretical framework presented but also provide educators with tangible models for integrating agile principles into their teaching practices. Additionally, these examples could offer insights into potential challenges and strategies for overcoming them.

In conclusion, this paper stands as a commendable contribution to the literature, providing a thought-provoking exploration of the potential synergies between agile methodologies and education. The paper's meticulous examination of diverse educational approaches, coupled with the introduction of Agile Related Competencies and the incorporation of transversal and digital competences, collectively positions it as a valuable resource for educators and curriculum developers seeking to embrace innovation in the ever-evolving landscape of education.