

Designing a Curriculum Model Based on the Social and Emotional Competencies of Secondary School Students for Engagement in Virtual Spaces

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1. Round 1

1.1. Reviewer 1

Reviewer:

The abstract states that the study aims to "design a curriculum model" based on social and emotional competencies, but it does not explicitly mention how this model differs from existing frameworks. Consider specifying what gap this study fills in existing literature.

The introduction discusses "social and emotional competencies," but it does not provide a precise definition. Including definitions or referring to a well-established framework (such as CASEL's five competencies) would enhance clarity.

The study states that 273 codes were extracted and later reduced to 240, but it does not explain the criteria for elimination. Providing an example of how codes were merged or eliminated would improve methodological clarity.

The article mentions that reliability was ensured by multiple researchers coding the data, but it does not specify inter-rater reliability measures (e.g., Cohen's Kappa). Including a measure of agreement would enhance credibility.

The findings section does not include direct quotations from participants. Including qualitative excerpts would provide richer insights and support the thematic analysis.

The study presents seven main themes, but the distinction between some categories (e.g., "teaching-learning strategies" vs. "teaching-learning opportunities") is unclear. Further explanation or examples could clarify their unique contributions.

Response: Revised and uploaded the manuscript.

1.2. *Reviewer 2*

Reviewer:

The introduction claims that "students are increasingly engaging in virtual activities" but lacks specific statistics or studies to support this statement. Adding empirical evidence (e.g., percentage of students using virtual platforms) would strengthen this claim.

While the introduction references various studies (e.g., Rodríguez-Álvarez et al., 2021; Abdollahnejad, 2022), it does not explicitly discuss how they relate to the research question. Adding a comparison of findings from different studies could better contextualize the research.

The study relies on thematic analysis but does not mention a guiding theoretical model for curriculum design. Integrating a well-recognized educational theory (e.g., Bloom's Taxonomy or Social Learning Theory) would provide a more structured foundation.

Since the study focuses on social and emotional competencies, incorporating psychological theories (such as Emotional Intelligence Theory or Self-Determination Theory) could provide additional depth.

The article discusses the importance of curriculum integration but does not reference established curriculum development models (e.g., Tyler's Model, Taba Model). Discussing how the proposed model aligns with or diverges from these could add credibility.

The study does not specify the demographic details of the participants (e.g., years of experience, academic background). Including such information would help assess the validity of expert opinions.

While the study mentions using semi-structured interviews, it does not provide details on the interview protocol (e.g., sample questions, duration). Including a brief description of key questions would improve transparency.

The discussion does not compare the study's findings with prior research in detail. Drawing more explicit comparisons would strengthen the argument for the study's contributions.

The study assumes that the proposed curriculum model is beneficial but does not address potential challenges (e.g., teacher resistance, technological barriers). Including a section on limitations would make the discussion more balanced.

The conclusion states that the curriculum model is effective but does not provide empirical validation (e.g., pilot testing or case studies). Suggesting future studies to test the model's efficacy would enhance its practical relevance.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.