




Innovative Pedagogies: The Impact of Educational Psychology on Teaching Methods

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E d i t o r	R e v i e w e r s
Sadegh Yoosefee ¹  Associate Professor of Neuroscience Department of Neurology, School of Medicine Neuroscience Research Center Qom University of Medical Sciences, Qom, Iran syoosefee@muq.ac.ir	Reviewer 1: Faranak Najjari  Department of Psychology, Saveh Branch, Islamic Azad University, Saveh, Iran. Email: fnajjari@iau-saveh.ac.ir Reviewer 2: Hooman Namvar ²  Assistant Professor, Department of Psychology, Saveh Branch, Islamic Azad University, Saveh, Iran. Email: hnamvar@iau-saveh.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

While several theories are mentioned, a deeper integration and critical analysis of how these frameworks specifically inform innovative pedagogies would strengthen the article.

The inclusion of case studies is beneficial, but the article would gain from a more detailed exploration of these examples, including challenges faced and solutions implemented.

The discussion on future research is valuable but requires greater specificity regarding areas that are underexplored or present the most significant opportunities for advancement.

Considering the multidisciplinary nature of educational psychology and pedagogy, incorporating insights from related fields such as cognitive science and technology studies could offer a more holistic view.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

Overall, the article is well-written and structured. Minor revisions for clarity, particularly in the theoretical framework section, could enhance readability.

Ensuring that all references are up-to-date and include the latest research would strengthen the article's relevance and authority.

While the article synthesizes a broad range of studies, further integration of these findings to draw more definitive conclusions about the impact of educational psychology on pedagogy would be beneficial.

The discussion on technology's impact on innovative pedagogies is insightful but could benefit from further exploration of potential challenges and ethical considerations.

The article touches on practical implications but could offer more specific recommendations for educators looking to implement innovative pedagogies in their teaching.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.