

This is an open access article under the CC BY SA license.

Article DOI: <https://doi.org/10.52612/journals/eol-oe.2023.21177>

Reviewer 1	1
Reviewer 2	6

Reviewer 1

Jean Gabin Ntebutse

Once this review has been read, press "Confirm" to indicate that the review process may proceed. If the reviewer has submitted their review elsewhere, you may upload the file below and then press "Confirm" to proceed.

Completed: 2023-05-30 10:32 PM

Recommendation: Revisions Required

1 - Self-evaluation report

As reviewer, please provide a self-evaluation report, in as many words as you see fit, which includes your perspective (your values and worldviews in relation to education and research at the time of the review of the article) and also if you wish your reasons for having chosen to review the article.

*

As I do research on the issues of digital inequalities in education, I can say without doubt that positivism paradigm has many limitations to analyze those inequalities. The dictatorship of research by the positivist paradigm contributes to masking power relations and epistemic injustices in society. I agreed to evaluate this article because I am convinced that neutrality in research in the humanities and social sciences is an illusion. I espouse 100% the epistemological posture that colors this article.

Your expertise in relation to the topic of the article.

4 - Fairly confident

2 - Scientific dimensions

Does the content presented address important issues within the field of Open Education research and/or offer ideas for practice improvement ?

*

6 - Strongly agree

Is the contribution consistent throughout the different parts of the article ? *

i.e. is there deep alignment ?

6 - Strongly agree

Are aims clearly stated ? *

6 - Strongly agree

If this is a reflexive article, are the foundation and positionality of the author clearly stated ? *

6 - Strongly agree

If this is an empirical article, is the theoretical foundation clearly stated and justified ? *

7 - Not applicable

If this is a practice-based article, is the praxis (theory and practice) foundation clearly stated and justified ? *

7 - Not applicable

If this is a research article, is the main research question clearly stated? *

7 - Not applicable

If this is a research article, is the research methodology and design appropriately chosen and rigorously implemented ?

*

7 - Not applicable

If this is a research article, are findings clearly described and backed with robust analysis and interpretation ?

*

7 - Not applicable

Are conclusions and interpretations presented clearly and justified? *

6 - Strongly agree

If instruments are used (e.g. survey, interview form, etc.), are they available in the appendices? *

- Yes for all of them
- No for none of them
- Some are available
- Not applicable

If this is a research article, and if there is a dataset, is it openly accessible (i.e. available from Zenodo)? *

- Yes
- No
- Not applicable

Provide here any information you wish to bring to the attention of authors, related to your review of the "scientific dimension" section :

I have a suggestion : Would it be possible for the author to formulate a perspective for action? In other words, what should be the implications for training new generations of researchers?

3 - Tables, Figures and language

Are visual artefacts self-contained (i.e. without the text)? *

Not applicable

Do visual artefacts have an added value ? *

- No
 slightly
 Yes
 Not applicable

Is language an obstacle to understand the content ? *

- No
 Slightly
 Yes

Provide here any information you wish to bring to the attention of authors, related to your review of the "Tables, Figures and language" section :

4 - Beneficiaries and impact

Are the beneficiaries of the content clearly stated ? *

i.e. for whom is the content of the article relevant (scholars, young researchers, citizens, decisions makers, etc.) ?

5 - Moderately agree

Is the potential impact of the content mentioned ? *

i.e. does the content of the article have societal impact beyond academic borders ?

- No
 Slightly
 Yes
 Not applicable

Provide here any information you wish to bring to the attention of authors, related to your review of the "beneficiaries and impact" section :

The impact is implicit. The author could make it explicit by formulating a perspective for action as I suggested above.

5 - Overall feedback

Please provide your overall feedback to start a constructive discussion with the author so that he or she can improve the contribution.

*

The reflection proposed in this article is very relevant. It would, however, be appropriate to conclude with a perspective of action in terms of conduct and research training.

Reviewer 2

Fabrizio Chello

Once this review has been read, press "Confirm" to indicate that the review process may proceed. If the reviewer has submitted their review elsewhere, you may upload the file below and then press "Confirm" to proceed.

Completed: 2023-05-11 12:59 PM

Recommendation: Accept Submission

1 - Self-evaluation report

As reviewer, please provide a self-evaluation report, in as many words as you see fit, which includes your perspective (your values and worldviews in relation to education and research at the time of the review of the article) and also if you wish your reasons for having chosen to review the article.

*

My current epistemological perspective was built up during my undergraduate and doctoral years, then strengthened and, in part, transformed during the long years of precarious work in the research field. This perspective aims to overcome the opposition between the explanatory-experimental approach and the critical-hermeneutic one in order to arrive at the definition of a third space of knowledge that recognizes, through Deweyan pragmatism, the transactional root of reality.

This perspective leads me to understand research as a process whose foundation is to be found in the constant triangulation between the reality to be investigated, the knowing subject and the context in which and for which this process takes place. Such triangulation not only has repercussions on the characteristics one assigns to the knowledge, but also on the way in which that knowledge is processed (thus pointing to the triangulation between different research methods).

My perspective could be described as critical with respect to both the dominant view of research and some minority views that have spread since the 1980s of the last century (e.g., radical constructivism or postmodernist hermeneutics). And it is this posture that led me to agree to reference this article, which focuses on the epistemological violence suffered in the world of research and on giving voice to epistemic dissidence.

Your expertise in relation to the topic of the article.

4 - Fairly confident

2 - Scientific dimensions

Does the content presented address important issues within the field of Open Education research and/or offer ideas for practice improvement ?

*

6 - Strongly agree

.....
Is the contribution consistent throughout the different parts of the article ? *

i.e. is there deep alignment ?

6 - Strongly agree

.....
Are aims clearly stated ? *

6 - Strongly agree

.....
If this is a reflexive article, are the foundation and positionality of the author clearly stated ? *

6 - Strongly agree

.....
If this is an empirical article, is the theoretical foundation clearly stated and justified ? *

7 - Not applicable

.....
If this is a practice-based article, is the praxis (theory and practice) foundation clearly stated and justified ? *

7 - Not applicable

.....
If this is a research article, is the main research question clearly stated? *

7 - Not applicable

If this is a research article, is the research methodology and design appropriately chosen and rigorously implemented ?

*

7 - Not applicable

If this is a research article, are findings clearly described and backed with robust analysis and interpretation ?

*

7 - Not applicable

Are conclusions and interpretations presented clearly and justified? *

5 - Moderately agree

If instruments are used (e.g. survey, interview form, etc.), are they available in the appendices? *

- Yes for all of them
- No for none of them
- Some are available
- Not applicable

If this is a research article, and if there is a dataset, is it openly accessible (i.e. available from Zenodo)? *

- Yes
- No
- Not applicable

Provide here any information you wish to bring to the attention of authors, related to your review of the "scientific dimension" section :

For a non-reader of Piron, it might be difficult to understand why the dominant epistemological paradigm (positivism), born during the nineteenth century, is closely linked to the neoliberal approach. The author could better define this connection.

3 - Tables, Figures and language

Are visual artefacts self-contained (i.e. without the text)? *

No

Do visual artefacts have an added value ? *

- No
- slightly
- Yes
- Not applicable

Is language an obstacle to understand the content ? *


- No
- Slightly
- Yes

Provide here any information you wish to bring to the attention of authors, related to your review of the "Tables, Figures and language" section :

4 - Beneficiaries and impact

Are the beneficiaries of the content clearly stated ? *

i.e. for whom is the content of the article relevant (scholars, young researchers, citizens, decisions makers, etc.) ?

6 - Strongly agree 

Is the potential impact of the content mentioned ? *

i.e. does the content of the article have societal impact beyond academic borders ?

- No
 Slightly
 Yes
 Not applicable

Provide here any information you wish to bring to the attention of authors, related to your review of the "beneficiaries and impact" section :

The article focuses attention on the epistemological postures that characterize the field of (academic) research activity. In this sense, it is difficult to identify an impact outside academic borders. However, according to Deweyan pragmatism, research is a fundamental activity in formal and nonformal educational work. In this sense, if the Journal requests a broadening of the scope of the article, the author could refer to the impact that epistemological reflection and openness to dissident thinking might have in the training of educational professionals.

5 - Overall feedback

Please provide your overall feedback to start a constructive discussion with the author so that he or she can improve the contribution.

*

The article is clear, accessible and 'engaged' with respect to the issues of epistemological positioning in research activities.

The article, starting with biographical references, aims to emphasize the absence of real epistemological training in academic paths and the need to encourage such reflection, giving space for critical and dissident approaches in order to reduce the epistemic violence.



