

REVIEWER'S REPORT

Manuscript No. IJAR-54420

Date: 20/10/2025

Title: The Student-Centered Approach in Moroccan Higher Education: Between Standards and Teaching Practices

Recommendation:

Accept as it is
√Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality			√	
Clarity			√	
Significance		√		

Reviewer Name: **Dr. Anam Zehra**

Date: 21/10/2025

Reviewer's Comment for Publication.

The manuscript offers a well-documented analysis of the evolution and implementation of the **Student-Centered Approach (SCA)** in Moroccan higher education. It critically examines the discrepancy between policy-level reforms and classroom practices, grounded in educational theory and institutional reform documents such as the *CNPN (Cahier des Normes Pédagogiques Nationales)*. The study demonstrates strong theoretical engagement with learner-centered paradigms and effectively situates Moroccan reforms within the global Bologna framework. While the content is comprehensive, the paper would benefit from stylistic conciseness and further empirical grounding.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

STRENGTHS

- Scholarly Depth:** Integrates classical and modern pedagogical frameworks (Piaget, Vygotsky, Rogers, Weimer) with contemporary educational reform discourse, reflecting solid theoretical grounding.
- Contextual Relevance:** Provides a rare, detailed examination of Moroccan higher education reform, connecting national policy instruments (CNPN, ANEAQ, CSEFRS) with global standards like Bologna and UNESCO guidelines.
- Comparative Insight:** The decade-wise review of *CNPN* versions (2014–2025) effectively demonstrates the evolving conceptualization of the student as an active agent rather than a passive beneficiary.
- Policy and Practice Linkage:** Strongly correlates educational policies with classroom realities, highlighting implementation gaps that are globally recognizable in similar developing contexts.

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5. **Clarity of Framework:** The tabular representations (Tables 1 & 2) clearly articulate the shift from teacher-centered to learner-centered models, aiding comparative interpretation.

WEAKNESSES

1. **Empirical Limitation:** The study remains primarily theoretical; inclusion of field-based or institutional data (e.g., faculty/student perceptions) would enhance its analytical richness.
2. **Language Precision:** Requires stylistic tightening, several sentences are long and dense; minor grammatical editing would improve clarity.
3. **Formatting Issues:** References and in-text citations occasionally lack APA 7 consistency (spacing, italics, DOI formatting).
4. **Repetition:** Certain conceptual arguments (e.g., SCA definition and autonomy principles) are reiterated across sections and could be merged for coherence.
5. **Conclusion Depth:** The conclusion, though comprehensive, could emphasize actionable recommendations for implementation and teacher capacity building.