

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. Touseef Malik**

Date: 21/10/2025

Reviewer's Comment for Publication.

This manuscript provides a comprehensive analytical overview of the implementation of the student-centered approach (SCA) within Moroccan higher education, highlighting the contrast between pedagogical standards and practical realities. The paper is theoretically rich and well-supported by international frameworks such as UNESCO, the Bologna Process, and CEDEFOP. It makes a significant scholarly contribution by contextualizing student participation and autonomy in Morocco's reform-driven educational landscape. Some sections, however, would benefit from editorial refinement for conciseness and structure.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

STRENGTHS

- Comprehensive Theoretical Framework:** The manuscript effectively synthesizes global pedagogical theories (Piaget, Vygotsky, Rogers, Reigeluth) with Moroccan educational reforms, giving a coherent conceptual foundation.
- Strong Policy Integration:** It systematically integrates national policy documents such as CNPN (2014–2025), ESRI Pact, and Bologna Process, showing a detailed evolution of Morocco's higher education standards.
- Analytical Depth:** The comparison of CNPN versions across years demonstrates a deep understanding of institutional transformation from teacher-centered to learner-centered paradigms.
- Data Presentation:** Tables (e.g., student as beneficiary vs. actor; CNPN comparative matrix) provide visual clarity and enhance conceptual understanding.
- Global and Local Relevance:** Links local Moroccan reforms to international education goals (SDG 4, UNESCO 2021), positioning the study within a global educational context.

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WEAKNESSES

1. **Length and Density:** The paper is overly lengthy and dense in theoretical narration; it would benefit from section condensation and clearer transitions between arguments.
2. **Language Refinement:** Certain passages contain long sentences, overlapping ideas, and redundant phrasing that require stylistic editing for fluency.
3. **Limited Empirical Validation:** While theoretically strong, the paper lacks quantitative or qualitative field data illustrating the lived experience of teachers or students.
4. **Reference Repetition:** Some references (e.g., ESU & EI, 2010; UNESCO 2021) are cited repeatedly; merging or cross-referencing could streamline the bibliography.
5. **Visual Formatting:** Tables and citations should strictly adhere to APA 7th edition guidelines with consistent alignment and numbering.