



REVIEWER'S REPORT

Manuscript No.: IJAR-55117

Title: *Development and Implementation of Place-Based Learning Module on Sources of Energy in Promoting Conceptual Understanding and Attitude among Grade 11 Students*

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**

Reviewer's Comment for Publication.

The study presents a well-structured development and implementation of a place-based learning module that effectively enhances conceptual understanding among Grade 11 students. The approach is relevant and meaningful; however, significant improvements are required in methodological clarity, structural organization, analytical depth, and discussion of findings. With these revisions, the paper can make a strong contribution to science education research.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS

1. The study addresses an important instructional problem by developing a place-based module that meaningfully links scientific concepts to the students' local environment to enhance relevance and engagement.
2. The use of the ADDIE model provides a systematic and structured design process, ensuring that the module moves through clear stages of analysis, development, implementation, and evaluation for instructional quality.
3. The research instruments demonstrate strong reliability, showing that the tools used to measure conceptual understanding and attitude are appropriate and consistent for the intended research purpose.
4. The findings indicate significant improvement in conceptual understanding, showing the pedagogical value of contextualizing lessons within the students' immediate surroundings and lived realities.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

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5. The qualitative reflections illustrate deeper awareness, demonstrating that beyond knowledge gains, the module fostered stronger environmental connections and more meaningful student engagement.

WEAKNESSES

1. The literature review is lengthy and descriptive, making it difficult to identify clear thematic synthesis or direct links between past studies and the module development process.
2. The methodology does not sufficiently clarify how qualitative data were analyzed, limiting transparency regarding the coding, interpretation, and verification of emerging themes.
3. The discussion section does not adequately examine why attitudes changed only slightly, leaving an important gap in understanding the relationship between contextual learning and affective outcomes.
4. The study does not address limitations such as implementation time, teacher readiness, or contextual differences that could influence the applicability of the module across different schools.
5. Some sections are verbose and would benefit from clearer organization, shorter paragraphs, and more direct transitions to improve overall readability and coherence.