

PARECER A

Como referenciar este artigo:

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REVIEW FORM

Article title: Universities of the third age as a bridge between lifelong learning and social policy: insights from the Czech context

Reviewer: Flávio Henrique Machado Moreira

A. COGNITIVE DIMENSION
Sequential and logical sequencing of the content of scientific ideas.
1. Does the article contain original ideas that have not yet been presented on the subject?
☒ Yes ☐ Partially ☐ No
2. Is the topic important to the context in which it is inserted?
☒ Yes ☐ Partially ☐ No
3. Does the introduction make the research topic clear, present the studies that have addressed the problem or similar research and point out the gap that the research covers/justification for the research?
☒ Yes ☐ Partially ☐ No
4. Does the introduction make it clear what the research question is or the hypotheses (if applicable) and are the general and/or specific objectives in line with the research question?
☒ Yes ☐ Partially ☐ No
5. Is the theoretical framework relevant to the topic and in line with the objectives set?
☒ Yes ☐ Partially ☐ No
6. Is the theoretical framework presented in sufficient quantity and quality for the research construct and are the ideas presented in sufficient depth for the study in question?
☒ Yes ☐ Partially ☐ No
7. Does the theoretical framework presented include classic authors in the field who are still relevant to the discussion, and does it also include work from the last five years?
☒ Yes ☐ Partially ☐ No

8. Are the results consistent with the aim of the research, the theoretical framework and the methodology?
☒ Yes ☐ Partially ☐ No
9. Is the data calculated correctly and do the results show that there is no fabrication or falsification of data?
☒ Yes ☐ Partially ☐ No
10. Do the discussions correlate coherently with the theoretical framework?
☒ Yes ☐ Partially ☐ No
11. Do the discussions correlate coherently with the results presented?
☒ Yes ☐ Partially ☐ No
12. Do the conclusions provide an answer to the research question and objectives?
☒ Yes ☐ Partially ☐ No
13. Do the conclusions present authorial closure without repeating previous parts of the article and pointing out the limitations of the research itself and future research?
☒ Yes ☐ Partially ☐ No
Reviewer's comments on the cognitive dimension.
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B. METHODOLOGICAL DIMENSION
Precise description of the methods and techniques used.
1. Does the title specify the content of the work more generally and the subtitle (if there is one) is a technical title more related to the topic? Another possible approach is when the title refers to the theoretical object and the subtitle to the empirical object.
☒ Yes ☐ Partially ☐ No
2. Does the abstract present the objective, methodology, results and conclusions in a way that is coherent with the work?
☒ Yes ☐ Partially ☐ No
3. Is the choice of keywords in line with the content of the article and the field?
☒ Yes ☐ Partially ☐ No
4. Is the objective clearly written?

☒ Yes ☐ Partially ☐ No
5. Is the methodology detailed, characterized and does it explain how data will be collected (if applicable) and analyzed?
☒ Yes ☐ Partially ☐ No
6. Is the methodology coherent with the theory and consistent with the results?
☒ Yes ☐ Partially ☐ No
7. If the research involves human beings, have the procedures carried out to comply with research ethics guidelines been described or the approval number of the work by the research ethics committee indicated?
☒ Yes ☐ Partially ☐ No
Reviewer's comments on the methodological dimension.
-
C. AESTHETIC DIMENSION
Writing, form and normalization.
1. Are the rules observed with regard to citations (ABNT 10520 - 2023), references (ABNT 6023 - 2018), presentation of illustrations and tables (title and source)?
☐ Yes ☒ Partially ☐ No
2. Does the text show correct accentuation and typing of words; nominal and verbal agreement; correct arrangement of words and connection between sentences or paragraphs (cohesion); logical relationship of the ideas presented (coherence); avoid repetition in the text of what is already written in the illustrations and tables?
☒ Yes ☐ Partially ☐ No
3. Are the illustrations (graphs, charts, images, figures, maps) and tables of adequate size and legibility for reading?
☒ Yes ☐ Partially ☐ No
Reviewer's comments on the aesthetic dimension
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Recommendation
☒ Accept
☐ Accept with mandatory corrections

☐ Submit again for evaluation

☐ Submit to another journal

☐ Reject

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Once the reviewer agrees to the review, the review will be published without their identity. If the reviewer wishes to authorize their identification, please inform it in response to the review request.

Reviewer's opinion/ Comments

- This study offers insights of great relevance in the current context, along with theoretical and public policy observations that will pose emerging challenges for virtually every country in the world as we experience an aging population. Highlighting the role of education at this stage of people's lives is becoming increasingly essential, especially when considering education for adults and the elderly beyond merely addressing late-life literacy.

Overall, the article is very well-written and well-structured. I think a discussion of specific pedagogical methods for working with this population—or at least a proposal for ways to facilitate the intergenerational dialogues mentioned in the text—could be very interesting, even if only as a theoretical note and a mention of theories and authors who address this issue, without delving into it deeply, given that it is not the main focus of the article, but it is nonetheless a relevant point to consider when discussing education and schooling.

That said, the paper is recommended for publication.

List of mandatory corrections

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Publication of the opinion, according to Open Science standards

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☒ I authorize publication with the name of the reviewer, being aware that the journals of Editora Ibero-Americana, it is mandatory to.

Processamento e editoração: Editora Ibero-Americana de Educação
Revisão, formatação, normalização e tradução

