

Reviewer -2

This manuscript offers a timely and important contribution to the discussion on social work education by exploring how social welfare policy can be taught through a social justice and critical pedagogy perspective. Its focus on student empowerment, experiential learning, and macro practice aligns with current debates within CSWE and NASW frameworks. Emphasizing practical classroom applications enhances its pedagogical value and relevance for educators and practitioners in higher education, especially those involved in policy, advocacy, and fieldwork.

The title is accurate and well-aligned with the manuscript's scope and central themes. It effectively captures both the empowerment and pedagogical focus. Alternative suggestion: "Bridging Policy and Practice: Empowering Student Voices Through a Social Justice Framework."

The abstract is clear and informative but could be slightly expanded to mention the five experiential learning assignments and their connection to measurable student outcomes. This would give readers a better overview of the methodology and importance of the paper.

Suggestion: Include one or two sentences explaining how the assignments implement experiential learning and contribute to competency-based outcomes. The article presents a conceptual and pedagogical model rather than empirical.

research, which suits a teaching innovation paper. The "Materials and Methods" section emphasizes a student-centered and experiential learning approach referencing Harris (2024). However, this section could be expanded to clarify: Pedagogical design: Specify whether these activities were actually implemented and evaluated or are proposed as instructional innovations. Assessment framework: Briefly describe how student learning or competency attainment could be measured (e.g., pre/post reflections, rubrics, course feedback). Transferability: Discuss how these methods can be adapted to online or hybrid learning environments. Overall, the methodological framing is appropriate for a conceptual paper, but strengthening the assessment narrative would boost its scholarly impact.

The English language is suitable for scholarly communication. A few long quotations from NASW (2021) and Freire (2017) can be paraphrased to improve flow. Minor grammar and punctuation edits—especially around parentheses and quotation marks—will enhance readability.

The English language is suitable for scholarly communication. A few long quotations from NASW (2021) and Freire (2017) can be paraphrased to improve flow. Minor grammar and punctuation edits—especially around parentheses and quotation marks—will enhance readability. implications for faculty training or policy curriculum redesign.

The references are credible and relevant, combining classic texts with newer sources. The inclusion of Harris (2024) ensures some currency, though the addition of a few empirical studies (e.g., ADEI-based teaching or critical pedagogy in policy practice) from recent years would enhance depth. Ensure APA 7th edition consistency, especially for indentation and italics.

Specific Comments:

1. Strengthen the abstract to clearly summarize key learning activities and outcomes.
2. Expand the “Materials and Methods” section to briefly describe implementation or evaluation processes.
3. Paraphrase lengthy quotations for smoother readability.
4. Add 1–2 recent references (2022–2024) on experiential or policy education.
5. Ensure full APA 7th edition formatting throughout.