Reviewer's report

Title: How are "teaching the teachers" courses in evidence based medicine evaluated? A systematic review

Version: 1 Date: 3 June 2010

Reviewer: Joanne Goldman

Reviewer's report:

This paper is well written and the methods are appropriate and well described. There are some grammatical issues to be addressed and a couple of areas where further details would be useful for readers.

Minor essential revisions:
1. Background, second paragraph, last sentence "european" should be "European"
2. Background, paragraph beginning "Often teachers assess..." - no comma after reference'9'
3. Methods, second paragraph, "We included....or methods to evaluate EBM TTT course" should be "to evaluate an EBM TTT course"
4. Results, third paragraph, first sentence should be "to evaluate the effectiveness of the course".
5. Results, third paragraph, "It was a collaboration....and health professional teach principles" should be "to teach principles".
6. Results, third paragraph - not clear what you mean by "their understanding awareness of EBM principles"
7. Results, third paragraph - "The componentsof this questionnaire" - need space
8. Discussion, third paragraph - "The most commonly known tool is the Kirkpatrick's model....effectiveness of a teaching the teacher courses." - delete 'a'
9. Discussion, fourth paragraph: "Successful teaching depends not only...and opportunity to teach and learn" - I am not clear what you mean by and opportunity to teach and learn.
10. Discussion, fourth paragraph: "Two reasons student's feedback is inappropriate" should be "students' feedback..."
11. "Moreover, data from randomised controlled trial" should be "from a randomised controlled trial"

Discretionary revisions:
1. While you provide some information about assessment tools for different courses in the discussion section, it would be useful to provide additional information in the introduction to better contextualize the research question. For example, are there tools that are used to assess similar types of programs to the
TTT EBM courses?

2. While you provide a summary of the articles in Table 2, I would have found it helpful to have some more details in the text of your results section, including some more details about the limitations of these self assessment tools (e.g. self report, change in knowledge does not necessarily mean change in behaviour).

**Level of interest:** An article whose findings are important to those with closely related research interests

**Quality of written English:** Acceptable

**Statistical review:** No, the manuscript does not need to be seen by a statistician.

**Declaration of competing interests:**

I declare that I have no competing interests.