Reviewer's report

Title: Feasibility and sustainability of an interactive team-based learning method for medical education during a severe faculty shortage in Zimbabwe

Version: 1 Date: 31 January 2014

Reviewer: Dean Parmelee

Reviewer's report:

Clearly written, important 'field-testing' of a slightly modified Team-Based Learning strategy in a unique educational setting.

Minor revision:
1- title change: Almost all key elements of Team-Based Learning, a well-established instructional strategy, were incorporated in this significant educational intervention. One element missing is within the Readiness Assurance Process described in the Methods - teams did not have an opportunity to answer the Individual Readiness Assurance questions within their teams. This is an important step in creating and sustaining productive team dynamics. The title should reflect that a 'modified' Team-Based Learning strategy was used, and in the discussion section, this modification should be highlighted, possibly explained why this step was omitted - although a whole class discussion ensued, this is not the same.

Minor revision - Team selection is another essential element and in Methods the authors note that learners were assigned according to ward assignments - however, it needs to be added how this process enhanced team diversity.

Authors are encouraged to read and use:


Level of interest: An article of outstanding merit and interest in its field

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.