Author's response to reviews

Title:Evaluating a hybrid team-based and lecture-based learning method for neurology clerkship in China

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Dear editors and reviewers,

Thank you very much for your precious time to review the paper, detailed explanation of the questions, and kind suggestions for improvements!

We have studied the questions and modified the manuscript accordingly. Each question and its answer are listed below in Section Answers. Thanks again for your time to follow up with the review!

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Answers

[Suggestion 1] While many of the language difficulties have been addressed in the rewrite, there remain a substantial number of problems with the written English. I have attached a document with track changes for suggestions on improving the writing.

[Answer 1] Sincerely thank you for all the detailed suggestions on improving! Really appreciate your great help and patience with us. We have learnt so much from your kind feedback. The manuscript has been modified accordingly.

[Suggestion 2] The conclusion in the abstract and at the end of the main paper is merely a repetition of the results. It should state the conclusion in broad terms and what this means (or recommendations) for those planning the curriculum in Sun Yat-Sen University, implications for other medical schools nationally and internationally, and potentially other medical clerkships besides neurology. I've made a few suggestions in the attached document.
[Answer 2] Thanks a lot for your kind suggestions! The conclusions have been rewritten accordingly.

[Suggestion 3] The tables need some work.

Table 1. The legend for the table needs to include what A, B, and C mean. (x+/-s) needs explanation. It's not clear why the table states that there are significant differences between group A and Group B/C. This doesn't appear to agree with the written results section which states there is no significant difference.

Table 2. Again, need to include what A and Group B/C and (x+/-s) mean. This table takes a lot of time to work out - basically you need to look at each number and sign and then go down to the legend to check what it means. I wonder if there is a more elegant way of presenting the results - maybe try putting ABC along the top x axis and the tests scores along the Y axis??

Table 3. Perhaps rename to "Questionnaire results from students in Group A (TBL&LTL) and Group C (TBL) (number or responses(%))"

The asterisks are unnecessary.

[Answer 3]

For Table 1, we are sorry the original legend confused you. The asterisks should not have been marked on all the four columns. They should be only applied to “Age” and “Theory test scores before the clerkship”. We also have added more explanation to the legend to explain the meaning of “P > 0.05”. It means that based on t-test there is no significant difference between Group A and Group B/C in terms of age and theory test score before the clerkship. In addition, the meanings of Group A/B/C are explained in the table, and the explanation for (x+/-s) is added as a legend.

For better illustration of the comparison, Table 2 has been replaced by Figure 1, 2, and 3, for practice test scores, theory test scores, and total scores respectively. The test scores of each group are represented by a thick solid line. Each solid line centers on Mean and stretches from (Mean - SD) to (Mean + SD). The longer the solid line is, the bigger standard deviation the corresponding test scores have. The t-test results and effect sizes are also added to the figures as comments. Please refer to the three figures (in separate files) and the figure legends at the end of the manuscript.
Table 3 has been modified accordingly.

Thanks a lot!