Author's response to reviews

Title: Using theatre in education in a traditional lecture oriented medical curriculum

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Author's response to reviews: see over
Dear editor,

Thank you for the reviewers’ critique. They have helped us to improve the presentation of our results and the clarity of the paper. More so, we got feedback from professionals who understood our conditions, interests and efforts.

We hope this version of the ms will be acceptable for publication, but are of course willing to revise the ms again if you want us to.

Reviewer 1, LuAnn Wilkerson :

- We have now removed “stimulation” from the title. In parallel to this concern we have deleted the sentence “Every lecture can integrate student stimulating activities.” from the discussion.
- The responses of the observing students and performing students to open ended questions were classified under two subtopics to recognize the similarity between them.
- We could not differentiate among those who acted, observed, and failed to attend. But we added the percentages of the students who gave correct answers in the two groups, tested the differences, and gave p-values for the test. We have kept the discrimination index to show that the index of the two questions about the headache lesson was within the range of the index for the entire final exam. This indicates that they were not easier than the rest of the exam questions.
- We have now added explanations in the discussion part about the referred studies to clarify our suggestions. We have deleted the reference number 15 (Berkow R. Medical education: creating physicians or medical technicians? Croat Med J. 2002; 43:45-9.)
- We have now added a paragraph about limitations.
- In the conclusion of the abstract we suggested that “the drama may facilitate learning and enhance teamwork communication skills” but offered no evidence of these effects later in the paper. So we added two sentences to the responses of the performing students (“I got a chance to know my friends better as we spend many hours together for this study”, “I will not forget the funny story(scenario) that we wrote together for the rest of my life…This collaboration was very enjoyable!”) as further illustrations.

Reviewer 2, Anders Baerheim:

1. The open ended responses of the students were short and included many repetitive words. But we have now listed more student statements for the readers to self interpret the data. The most frequent themes were chosen. We have now classified the responses of the observing and performing students under two subtopics to make it easier to compare.
2. We have now added p-values in the results section.
3. Thank you for questioning the term “drama”! We felt the same ambiguity during previous critical readings of the paper. We discussed to use drama, performance or presenting a play, yet were convinced to use drama as it was preferred in similar manuscripts. But after reading your lines and making a current literature search we changed all “drama” terms with “theatrical performance” or “theatrical presentation” or “theatre in medical education”.

Ethical approval: A permission to perform the study was obtained from the Educational Board of Coordinators at the medical faculty. No other approval from an ethical committee was obtained.

Sincerely,

Pemra C.Ünalan