Author’s response to reviews

**Title:** Peer-Assisted Learning (PAL): Skills Lab Tutors' Experiences and Motivation - Results of a Qualitative Interview Study

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**Author’s response to reviews:**

BMC Medical Education
BioMed Central
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BMC Medical Education
Initial submission date: 03.04.2018
Dear Liam Messin,

Dear Ana Donnelly,

Dear Ladies and Gentlemen from BMC Medical Education,

Thank you very much for your e-mail dated 23th July 2019. We greatly appreciate your helpful final comments concerning our manuscript “Peer-Assisted Learning (PAL): Skills Lab Tutors' Experiences and Motivation - Results of a Qualitative Interview Study” (MEED-D-18-00296R2). We have carefully revised the manuscript a last time according to your recommendations and were happy to read that the paper will now be suitable for publication in BMC Medical Education. Below you will find our detailed responses to the last two points that have been raised (respective page numbers included). The manuscript is attached in two versions (with and without track changes). We would like to thank you for giving us the opportunity to submit another revised version of the manuscript.

With best regards,

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Technical comments:

1. Please confirm whether informed consent, written or verbal, was obtained from all participants and clearly state this in your manuscript. If verbal, please state the reason and whether the ethics committee approved this procedure. If the need for consent was waived by an IRB or is deemed unnecessary according to national regulations, please clearly state this, including the name of the IRB or a reference to the relevant legislation.

Thank you very much for pointing out that we forgot to mention informed consent in our manuscript. It was obtained in written form and these details can now be found in the manuscript on page 7 (“Participants”).

Editorial Board Member Comments:

I have carefully perused through the manuscript titled “Peer-Assisted Learning (PAL): Skills Lab Tutors' Experiences and Motivation - Results of a Qualitative Interview Study” (MEED-D-18-00296R2). The authors have duly addressed all my concerns indicating the changes in text in red.

Thank you so much for this positive feedback. We greatly appreciate the effort which you have invested again in reviewing our manuscript and are now looking forward to the publication of our manuscript.

However, it is my opinion that the authors should add a sentence at the point in the manuscript where they have talked about the conceptual framework they availed, designed, employing Gagne’s and Peyton’s instructional design strategies.

Although, the use of instructional design strategies is becoming the lingua franca of undergraduate medical education, but many readers are still unfamiliar with the concept of blending instructional design strategies, to architecture an instructional framework. In line, the readers of BMC Medical Education, may query if the blended framework that the authors adapted, has been availed and validated in other studies. The following edit (shown in red) will address this.
Following, line 48, add a sentence: This conceptual framework designed, blending two acknowledged instructional design strategies has been availed with success in other similar studies.

Thank you very much for this helpful suggestion on how to restructure this section making it even more comprehensible. We have changed the manuscript accordingly (see bottom lines of p. 20).

*Add, the following references:


Thank you for supplying this interesting literature on our framework design. We have acknowledged the suggested literature (see p. 20, bottom lines).

Once the authors have done the needful, the paper will be suitable for publication in BMC Medical Education, and doesn’t require any further review, at least from my side.

We are very happy to hear that! Thanks for all the work invested in reviewing our paper.