Author’s response to reviews

Title: Effectiveness of flipped classroom combined with team-, case-, lecture- and evidence-based learning on ophthalmology teaching for eight-year program students

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Author’s response to reviews:

RE : MEED-D-19-00449R1

Title : Effectiveness of flipped classroom combined with team-, case-, lecture- and evidence-based learning on ophthalmology teaching for eight-year program students

Dear editor:
Thank you very much for allowing us to resubmit this revised manuscript again. Below we give details on what we added to the revision and how we changed the manuscript to satisfy the criticism of the reviewer. We included a point-by-point response to the comments of the reviewer.

Thank you very much for your consideration.

Sincerely yours,
Chun Ding
Shengguo Li
Baihua Chen

Detailed response to reviewers.

We thank the reviewer for his thorough evaluation of our manuscript and for the opportunity to improve our paper. We worked hard to provide here a point-by-point response to the reviewer’s comments that we believe thoroughly address his concerns. The questions or comments of the reviewers are cited in italic, and our responses follow.
Comment: The figures are still in bad quality and should not be published. The labeling of the figures is not correct.
Response: We apologize for the poor quality of the images. We will provide more high quality graphics and correct the labeling of the figures.

Comment: I demanded that the online phase should be described in more detail and more precise. (e.g. what content did the students get prior to the face-to-face phase?) This aspect is still missing.
Response: We are sorry to miss the description of the online phase. Previously taught PPTs, teaching videos, and classic cases were sent to the students by QQ or WeChat for studying outside of class. The students can search and review the relevant course materials via the Internet and present their questions and difficulties in learning. Teachers and students set up WeChat group, students can ask questions or ask for help from teachers through WeChat, and teachers can provide timely support.

Comment: The authors should add to the limitations that they are not able to separate the effects of the FC, TBL and CBL in the study.
Response: We thank the reviewer’s advice. We will add “Fourth, in our study, we did not compare the effects of FC, TBL and CBL respectively. Further research is needed to compare the functions of these three teaching modes.” to the limitations.

Comment: P 8, line 37 " Flipped classroom is a special hybrid teaching [7,8], first described by Lage et al. In 2000 [9], was later popularized by Bergmann and Sams in 2012 [10]" Not completely correct. Lage et al. described the Inverted Classroom Method suitable for Higher Education, Flipped Classroom described by Bergman and Sams is used in school education.
Response: We thank the reviewer’s advice. As the reviewer’s advice, we will correct it to” Lage et al. first described the Inverted Classroom Method suitable for Higher Education [9], then Bergman and Sams described FC and used it in school education [10].”

Comment: The whole section is full of inconsistent literature formats. Please redo the whole section. e.g.: No 22 is not correct. The name of the author is Della Ratta 23-28 are not correct, strange abbreviations and so on.
Response: We are sorry to make this mistake. We revised the format of the references.