Reviewer’s report

Title: The feasibility and impact of embedding pedagogical strategies targeting physical activity within undergraduate teacher education: Transform-Ed!

Version: 0 Date: 05 Jun 2019

Reviewer: Louise Humbert

Reviewer's report:

Thank you for the opportunity to review this paper.

This under researched group of educators presents an exciting opportunity to research the potential of preservice educators to influence the physical activity behaviours of youth.

Please consider the following comments and questions:
1. What is a core unit of instruction? What is Transform-Ed? What is Transform US? Please fully explain these initiatives.
2. What are primary teachers? grades etc? specialists? generalists?
3. Line 68: The authors take a leap from the low levels of children to the importance of schools. Please note that schools play a part in the activity behaviours of youth, but just a part.
4. More information is needed about Transform Us. Is this initiative being conducted successfully in schools? If so, what facilitators and barriers are being reported? Were the results from the implementation of this initiative in schools considered in the work conducted with preservice educators reported in this study?
5. What is meant by active teaching (line 106)?
6. What is meant by an "academic educator"?
7. The intervention was delivered to all preservice educators but only some consented to participate in the research?
8. The author is advised to change the participant flow chart to reflect the number of participants who consented
9. Lines 156 -162 discusses some theoretical underpinnings of Transform Ed, but few examples are provided as to how this theory was put into practice.
10. Was the preservice teacher survey pilot tested?
11. Line 216 Did any participants request changes after reading their transcripts?
12. Line 230 - 238. Please describe how you used this coding procedure with your data.
13. The inclusion of principals in this study is puzzling as these preservice educators are not currently working with principals. Were the principals reflecting upon the impact of Transform Us with their current staff.
14. Line 348: More evidence is needed to support the assertion that preservice educators can influence change from the "ground up". In many cases preservice educators are not on the ground as little attention is paid to their thoughts etc, they are usually expected to conform to their supervisors practices To suggest that preservice educators can influence change in an educational system may be a
stretch. Do you have literature to support this assertion?

15 Please discuss the lack of understanding of the importance of movement implied in the comments by the academic educator in line 301. Impede learning objectives? Discuss the benefits of movement on learning. This seems to have been missed by this academic. And by the principal as evidenced by their comment in line 410. Time waster?

16. Has the impact of Transform US been measured?

**Level of interest**
Please indicate how interesting you found the manuscript:

An article of importance in its field

**Quality of written English**
Please indicate the quality of language in the manuscript:

Acceptable

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No