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OPEN PEER REVIEW

Effect of Quiz as a Teaching-Learning Modality for Better Understanding of Biochemistry for Undergraduate Medical Students: An Observational Study

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About this report

This open peer review (OPR) report shows the public comments made on this article during peer review, by the reviewers, the associate editor and the editor-in-chief, for every revision round, together with the authors' replies. Comments appear only with the consent of the people who wrote them. Reviewers who chose to sign their report are named; the others are shown as "Referee". Comments are edited for language only, and confidential remarks to the editors are not included.

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1 Original submission

0 comments

No public comments in this round.

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Revision 1

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Reply to reviewer

- **Q: [Title & Abstract** In the title, the subject and the intervention group are specified, but the research plan is not mentioned.]
- **R: [**the title is changed as suggested**]**
- **Q: [**In a brief explanation of the method, more details such as the method of questioning, research variables and the method of analysis can be explained.]
- **R: [**changes are made as suggested**]**
- **Q: [Problem statement/ Objective** The problem statement of research, which is the effect of the question on the effectiveness of teaching, is not well explained. Referencing seems to be insufficient in expressing the problem statement.]
- The **objective** is not observable or measurable. Only the practical purpose and the final result are stated**]**
- **R: [**changes are made in objectives as suggested**]**
- **Q: [Method** : It is necessary to express the characteristics of the participants more and more accurately. The research variables are not mentioned and it is necessary to express them at least in general. The description of the intervention should be structured and concise. The software and generalities of the analysis are stated, but it is necessary to say more about the descriptive and inferential analysis and statistical tests.]
- **R: [**research variables explained as suggested**]**
- **Q: [Results:** The characteristics of Participants are not explained and it is necessary to provide a more detailed explanation in terms of the ratio of number and demographic characteristics. The tables should be reviewed in the standard format of the journal and the type of test should be mentioned in the description of the table.
- **R: [**changes are made as suggested**]**
- **Q: [Conclusions** The main results are not well explained at the beginning of the conclusion. It is suggested that the main results be stated according to the hypotheses considered in the research and compared with the results of other studies and a more accurate interpretation be made. It does not explain the limitations of the study in executive and analytical dimensions. Explain the ability to generalize the results of this study to other groups or disciplines.]
- **R: [**changes are made as suggested**]**

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2 Revision 1

1 comment · 17 Jun 2022

Sheyda Ahmadi Reviewer

MINOR REVISION 17 Jun 2022

These intervention studies in the field of teaching-learning methods are very useful in the development of education. Developing the design of educational interventions to identify theoretical and practical gaps in medical education can be very useful.

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Revision 2

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Reply to reviewer

- **Q: [Title & Abstract** In the title, the subject and the intervention group are specified, but the research plan is not mentioned.]
- **R: [**the title is changed as suggested**]**
- **Q: [**In a brief explanation of the method, more details such as the method of questioning, research variables and the method of analysis can be explained.]
- **R: [**changes are made as suggested**]**
- **Q: [Problem statement/ Objective** The problem statement of research, which is the effect of the question on the effectiveness of teaching, is not well explained. Referencing seems to be insufficient in expressing the problem statement.]
- The **objective** is not observable or measurable. Only the practical purpose and the final result are stated**]**
- **R: [**changes are made in objectives as suggested**]**
- **Q: [Method** : It is necessary to express the characteristics of the participants more and more accurately. The research variables are not mentioned and it is necessary to express them at least in general. The description of the intervention should be structured and concise. The software and generalities of the analysis are stated, but it is necessary to say more about the descriptive and inferential analysis and statistical tests.]
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- **R: [**changes are made as suggested**]**
- **Q: [Conclusions** The main results are not well explained at the beginning of the conclusion. It is suggested that the main results be stated according to the hypotheses considered in the research and compared with the results of other studies and a more accurate interpretation be made. It does not explain the limitations of the study in executive and analytical dimensions. Explain the ability to generalize the results of this study to other groups or disciplines.]
- **R: [**changes are made as suggested**]**

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3 Revision 2

1 comment · 31 Aug 2022

Sheyda Ahmadi Reviewer

ACCEPT 31 Aug 2022

Thank you so much for your attention to the comments.
It seems that the current text of the article is more complete than the previous text and the details have been modified to an appropriate extent.
This article can be published in the journal with the corrections made.