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OPEN PEER REVIEW

Identifying and Prioritizing the Educational Needs Professors of Medical Sciences in the Field of E-Learning with the Analytic Hierarchy Process Approach

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1 Original submission

1 comment · 28 Jun 2024

Associate Editor

MAJOR REVISION 28 Jun 2024

Keywords are not selected from MeSH terms.
The statement of the problem is very long; it is necessary to summarize it.
The symbols A to M should be explained in the methods.
In the participants and sampling section, the English needs revision.
The sample size should be stated.
A table of results should be provided in the results section.
Describe the strengths of the work and suggestions for future work in the discussion section.

2

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.

1. *Keywords are not selected from mesh term*:
   ☒ E- learning
   ☑ Distance Education

   ☒ Empowerment of medical science professors
   ☑ Medical Faculty
   ☑ Empowerment

2. *The statement of the problem is very long, it is necessary to summarize it*

In the era of communication and the advancement of knowledge and technology, evidence shows that regarding university education, professors are facing serious challenges in utilizing information technologies and electronic learning (15). The rapid development of technology makes it necessary for professors to not only master contemporary information and communication tools but also be constantly updated and develop themselves (16, 17). They are facing preparation and training challenges in this field and must gain the ability to adapt to these changes. One of the important quality indicators in e-learning is the professors' competence in employing the technologies necessary to implement this type of education (18). Therefore, professors need preparation, training, and new teaching methods to successfully use new technologies in education and provide the best educational experience to their students. Meeting professors' needs requires a variety of educational programs, including workshops, seminars, remote conferences, short-term courses, electronic media, study opportunities, and self-study courses. Educational workshops are one of the most popular professional development methods that are provided for professors in many universities around the world (19).

In today's communication-driven and technologically advanced world, professors in universities are encountering significant challenges in effectively using information technologies and e-learning (15). The fast-paced evolution of technology necessitates that professors not only become proficient in modern communication tools but also continuously update their skills (16, 17). They face hurdles in preparation and

training, requiring them to adapt to these changes. A key indicator of quality in e-learning is professors' ability to effectively use the necessary technologies (18). Therefore, they need adequate training and innovative teaching methods to leverage new technologies and enhance the educational experience for their students. Addressing these needs involves offering a range of educational programs, such as workshops, seminars, online conferences, short courses, and self-study options. Educational workshops are particularly popular for professional development among professors at universities worldwide (19).

3. The symbol A to M should be explained in the working method

Symbols A to M have been used for each criterion (familiarity with netiquette rules, familiarity with material and intellectual property, skill of working with learning management systems, skill of working with educational software, skill of using electronic resources, virtual teaching skill, skill of managing the virtual learning environment, familiarity with electronic student assessment methods, skill of providing virtual feedback, skill of conducting online training courses, familiarity with how to interact in an electronic environment, skill of producing electronic content, familiarity with how to monitor student progress).

Due to the reduction in the word count, the table's criteria names have been shortened, and they are now found in the article's appendix. However, the reviewer suggested adding them to the methods section. The editor will make the final decision on this.

4. In the part of participants and sampling, English writing needs revision

We have completed a native translation.



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Editing Certificate

This certificate confirms that the manuscript listed below was edited by one or more expert English editors. The following issues were corrected: Proofreading, Format. Please contact us for a copy of the edited document that was submitted to the authors or the originality of this certificate

Manuscript Title

Prioritizing e-learning educational needs with the AHP approach

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5. The sample size should be written

As this method relies on experts' opinions and the number of participants should range between 5 and 20 (29, 30), 18 representatives from the statistical population (faculty members) were selected.

6. A table of results should be given in the results section

Done

7. Write the strengths of the work and suggestions for future works in the discussion section

Future research should assess the lasting effectiveness of these developed skills and their influence on teaching methods and student achievements. Comparative studies across various medical science fields could uncover particular challenges, allowing for more

targeted support. Furthermore, investigating the incorporation of new technologies in e-learning could identify additional skills needed by faculty. Lastly, qualitative approaches such as interviews or focus groups could improve comprehension of faculty experiences and obstacles in implementing e-learning practices.

One of the notable strengths of this study is its use of the Analytic Hierarchy Process (AHP) within a quantitative, process-oriented framework to effectively identify and prioritize the educational needs of medical science professors in e-learning.

2 Revision 1

1 comment · 14 Sep 2024

Associate Editor

ACCEPT 14 Sep 2024

All comments were addressed.