



Identification of Effective Strategies for Blended Learning in Physical Education at Islamic Azad University

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1. Round 1

1.1 Reviewer 1

Date: 10 July 2024

Reviewer:

In the introduction, the sentence "Observing the failures of initial e-learning experiences and the weaknesses in traditional face-to-face education..." needs elaboration. Provide specific examples or studies that highlight these failures and weaknesses to strengthen the argument.

In the "Data Analysis" section, provide a brief explanation of why the theme network method was chosen over other thematic analysis methods like theme templates or matrices.

In Table 1, under "Individual Capabilities," the basic theme "Professors' familiarity with blended learning" is vague. Specify what aspects of blended learning familiarity were considered (e.g., tools, methods, pedagogy).

In the "Individual Capabilities" theme, paragraph 2, the statement "executing certain movements and teaching some techniques in a virtual space can be challenging" needs evidence or examples. Include participant quotes or references to support this claim.

In Table 2, under "Learning Activities," the basic theme "Access to professors in online educational environments" is broad. Detail how access is defined and measured (e.g., response times, availability hours).

In the "Organizational Policy" theme, paragraph 3, expand on how "support and backing provided by university managers" is operationalized. Include specific actions or policies that illustrate this support.

The transition from basic themes to global themes in the thematic analysis section is abrupt. Include a paragraph explaining the process of abstraction and consolidation from organizing to global themes.

Authors revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Date: 11 July 2024

Reviewer:

The literature review lacks depth in paragraph 3. Expand the discussion on how blended learning has been applied in physical education in different contexts, particularly emphasizing non-Western examples.

In the "Study Design and Participants" section, the criteria for "willingness to participate in the study" and "ability to articulate opinions" are vague. Specify how these were measured or determined during participant selection.

In the "Semi-Structured Interview" section, clarify the process of obtaining informed consent and how confidentiality was ensured during and after the interviews.

The discussion section starts with a broad overview of education changes. Refocus the initial sentences to directly relate to the findings of this study, ensuring coherence and relevance.

The conclusion should more explicitly state the practical implications of the study's findings. Suggest specific actions or policies that educational planners at Islamic Azad University can implement based on the results.

Include a separate "Limitations" section discussing the potential biases and limitations of the study, such as sample size, participant selection, and reliance on qualitative data.

In the discussion section, paragraph 5, elaborate on the recommendation for future research. Suggest specific areas or questions that need further investigation based on the study's findings.

Authors revised the manuscript and uploaded the updated document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.