Designing a Flipped Learning-Based Education Model (Case Study of Education in the Districts of Tehran Province)

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1. Round 1

1.1. Reviewer 1

Reviewer:

For readers to fully understand and potentially replicate the model, a detailed description is essential.

- Provide a comprehensive overview of the flipped learning model designed for Tehran's districts, including the structure of pre-class activities, in-class sessions, and the integration of technology. Explain how the model was adapted or customized to fit the local educational needs and constraints.

Detail the criteria and metrics used to assess the model's effectiveness, such as student engagement, comprehension, academic performance, and teacher feedback. Discuss the methods used for data collection and analysis to evaluate these outcomes.

Authors revised the manuscript.

1.2.   Reviewer 2

Reviewer:

Discuss the specific challenges encountered during the implementation of the flipped learning model in Tehran's districts, such as technology access, teacher training, and student readiness. Describe how these challenges were addressed or could be mitigated in future implementations.

Reflecting on the study's limitations enhances its credibility. Suggestion: Acknowledge any limitations related to the study design, sample size, or generalizability of the findings. Discuss how these limitations might affect the interpretation of the results and suggest areas for further research.

Authors revised the manuscript.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.