




Effectiveness of Educational Games Based on Social Constructivist Approach in Interaction with Learning Styles on Improving Multiple Intelligences of Elementary Students




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1. Round 1

1.1. Reviewer 1

Reviewer:

The choice of cluster random sampling from a single school in Hamedan limits the generalizability of the findings. Future studies should consider a stratified sampling method across multiple schools to enhance representativeness.

While the study aimed for a larger sample size to generalize findings, a more detailed statistical power analysis would provide stronger justification for the chosen sample size, ensuring that it is adequate to detect a meaningful effect.

The intervention description lacks specific details about the educational games used. Including a more comprehensive overview of the games, such as their design principles, objectives, and how they incorporate the social constructivist approach, would strengthen the methodological rigor.

The Two-Factor Learning Process Questionnaire's application and its alignment with the study's objectives are well-justified. However, exploring additional or alternative learning style assessments could provide a more nuanced understanding of the participants' learning preferences.

While the instruments used are validated, discussing their reliability and validity within the context of this specific study population would enhance the credibility of the measurement process.

The study appropriately used the Greenhouse-Geisser correction for violated sphericity assumptions. A further explanation of the impact of this correction on the analysis and interpretation of results would be beneficial for readers unfamiliar with these statistical nuances.

The differential effectiveness of the educational games based on learning style is a significant finding. Expanding on the theoretical implications of these results and how they align or contrast with existing literature would deepen the discussion.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

The paper's foundation on social constructivism and its application through educational games is well-established. Integrating additional theoretical perspectives on multiple intelligences and learning styles could provide a richer conceptual framework for the study.

Detailing the activities or curriculum followed by the control group during the intervention period would help clarify the study's context and the specific contribution of the educational games.

The study effectively demonstrates the interaction between educational games and learning styles. A deeper analysis of these interactions, perhaps through a multilevel modeling approach considering individual student characteristics, could offer further insights.

The study's findings have significant implications for educational policy and curriculum design. A dedicated section discussing how these findings could influence the development of educational materials and teaching strategies would be beneficial.

While the study focuses on fifth-grade female students, exploring the applicability of the findings across different age groups, genders, and educational contexts would be an important direction for future research.

Considering the rapid advancement of educational technology, discussing how digital platforms could enhance or extend the educational games' impact would be a relevant addition to the study's conclusions.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.