Providing a training model for producing electronic content to prepare teachers to teach in the virtual space of schools

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

Detail the criteria for choosing experts more explicitly to enhance the validity of the qualitative findings.

Provide a more detailed description of the mixed-method approach, particularly how the qualitative and quantitative data were integrated.

More explicitly discuss the study's limitations, including the regional focus and the potential for broader application of the findings.

Offer detailed suggestions for implementing the training model in schools, including potential challenges and strategies for overcoming them.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Significantly expand the theoretical framework to better integrate the study within existing literature on e-learning and teacher training.

Conduct a broader literature review, including international studies on teacher training for electronic content production, to contextualize the findings.

Reconsider the study's methodological approach, potentially incorporating additional qualitative methods or extending the quantitative analysis to strengthen the findings.

Present a more advanced qualitative analysis methods to provide a deeper understanding of the data collected.

Provide a more critical examination of each identified component, discussing their interrelations and impact on teacher training for e-learning.

Discuss the implications of rapid technological advancements on the proposed model and how it can remain relevant over time.

Develop a detailed implementation strategy for the training model, including pilot testing, feedback mechanisms, and scalability considerations.

Outline a clear agenda for future research, particularly focusing on the model's effectiveness in improving teaching outcomes and student engagement in virtual classrooms.

Authors uploaded the revised manuscript.

2.   Revised

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