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## Causal Conditions of the Persian Curriculum Model Centered on Storytelling

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### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

Provide a more detailed justification for the chosen qualitative method and explain how it specifically suits the study's aims. Clarify the process of achieving theoretical saturation with 21 participants.

Explore deeper how each of the eight components specifically contributes to the curriculum's effectiveness. This could involve more detailed examples or case studies demonstrating the storytelling impact.

Integrate a broader range of theories on storytelling, education, and curriculum development to support the study's findings. This could enrich the discussion and provide a stronger theoretical grounding.

Consider proposing a longitudinal study to track the long-term effects of storytelling-centered curricula on students' development, beyond the immediate educational outcomes.

Expand the study to include teachers from different regions or educational levels to enhance the generalizability of the findings.

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

Offer more details on the purposive sampling criteria and how participants were chosen to ensure a comprehensive understanding of the storytelling impact.

Improve the presentation of qualitative data, perhaps by incorporating direct quotes from participants that illustrate key themes or by using visual aids to summarize findings.

Discuss any potential biases in data collection and analysis, particularly regarding the subjective interpretation of qualitative interviews.

Conduct thorough proofreading to ensure clarity, coherence, and academic rigor in writing. This includes checking for grammatical errors and ensuring consistency in terminology.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.