




Comparing the Effectiveness of Brain Gym and Educational Games on Improving Students' Concentration: A Follow-Up Study


Bahareh. Rostaminezhad¹, Negar. Arazeshi^{1*}, Keyvan. Molanorouzi²

¹ Department of Motor Behavior, Central Tehran Branch, Islamic Azad University, Tehran, Iran



² Department of Motor Behavior and Sport Psychology, Science and Research Branch, Islamic Azad University, Tehran, Iran

* Corresponding author email address: negar_arazeshi@yahoo.com

Editor

Thseen Nazir¹
Professor of Psychology and
Counseling Department, Ibn Haldun
University, Istanbul, Turkey
thseen.nazir@ihu.edu.tr

Reviewers

Reviewer 1: Mohammadreza Zarbakhsh Bahri¹
Associate Professor, Department of Psychology, Tonekabon Branch, Islamic Azad
University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir
Reviewer 2: Seyed Ali Darbani¹
Assistant Professor, Department of Psychology and Counseling, South Tehran
Branch, Islamic Azad University, Tehran, Iran.
Email: Ali.darbani@iau.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

You mention "Brain Gym consists of a series of movements aimed at connecting the body and mind." Provide more details or examples of these movements to give readers a better understanding of the Brain Gym exercises.

The sentence "Games are generally useful for educational purposes, combining fun with learning in classroom sessions" is broad. Specify which cognitive or motor skills are targeted by these educational games.

In the section where you describe the multi-stage sampling method, provide more details on how the initial selection of schools was made and the criteria for selecting the specific classrooms.

The analysis methods are well-described. However, the rationale for choosing these specific statistical tests is not clear. Explain why ANCOVA and the Bonferroni post hoc test were selected over other potential methods.

The effect sizes are reported, but there is no discussion of their practical significance. Include a brief interpretation of these effect sizes in the context of educational interventions.

You mention, "These findings align with the results of Totak et al. (2020)." Provide more context about Totak et al.'s study, including their methods and specific findings, to strengthen the comparison.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The reliability of the Souri and Ourki Attention Questionnaire is stated with a Cronbach's alpha of 0.74. Discuss if this level of reliability is sufficient for the study's purposes and mention if any other validation methods were used.

In the description of the Handclap Game, it says, "Two students stand facing each other while the third stands in the middle trying to catch the ball." Clarify the rules and objectives of the game to ensure readers understand its relevance to the study.

The sentence "Each exercise drawn from the brain gym protocol lasted 30 to 40 seconds for children (Brown, 2012)" needs elaboration. Provide examples of these exercises and their intended cognitive benefits.

In Table 1, the standard deviations (SD) are quite large for some groups. Discuss how this variability might affect the interpretation of the results.

The statement "Brain gym enhances neuroplasticity through the interaction of body movements and brain stimulation" needs citation. Provide a source to support this claim.

In the conclusion, you state, "This method is a non-pharmacological alternative treatment that is simple, easy, low-cost, and can be performed anytime without special equipment." Discuss any potential limitations or challenges in implementing these interventions in typical school settings.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.