

Peer Review

Review of: "Historical Turning Points in Medical Education"

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Thank you for the opportunity to review this submission. Below are my comments in dot point form. I will also attach the manuscript with corrections and comments in track changes.

1. I am not sure what the English standard is for this journal, but the submission contains the use of US spelling conventions which are not correct for the rest of the English-speaking world. In the attached, I have corrected all of these usages to correct English spelling.
2. The historical aspect of the submission is well-noted, but those referred to in relatively recent times (i.e., the last 300 years or so) are very North American-centric, and it seems to imply that the advances in medical education that undoubtedly took place in other countries did not occur.
3. The submission seems to use the history provided to justify the preferred instructional methods of the authors. To be honest, while the history is interesting, I can't see the connection to the conclusions drawn by the authors.
4. The statement that PBL does not suit non-Western cultures is based on one Chinese paper. Whilst that paper might make valid points for Chinese culture, it is a big stretch to extrapolate it to other non-Western cultures, many of which have a history of successfully implementing PBL.
5. The conclusions seem to intimate that PBL and a flipped classroom are mutually exclusive, when in fact a flipped classroom model is quite capable of incorporating PBL.

In conclusion, I am not convinced that this submission adds anything significant to the educational literature.

Attachments: available at <https://doi.org/10.32388/DYTYEN>

Declarations

Potential competing interests: No potential competing interests to declare.