

Review of: "The use of tele-education in medicine, during and beyond the COVID-19 pandemic: A commentary"

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Potential competing interests: No potential competing interests to declare.

The use of tele-education in medicine, during and beyond the COVID-19 pandemic: A Commentary

Thank you for inviting me to review this manuscript on the commentary regarding the use of tele-education in medicine. This manuscript focuses more on a non-systematic literature review on tele-education. As the nature of the approach is merely based on a literature search by the authors, it poses some difficulties in interpreting the data and the conclusion of the writing section. There were some minor grammatical errors and punctuation which can be easily be corrected by second review from a more senior academicians/readers.

Regarding the abstract. In the abstract, to balance the discussion, please add the disadvantages of using tele-educational approaches, as the author emphasizes only the advantages of the tool.

Regarding the main text. The writing does not focus on a specific group of candidates who may benefit from tele-education. For example, which type of students, young vs. mature, medical vs non-medical, type of assessment guide like MCQ vs. short essay, etc.

Regarding the table. I just wanted to let you know that I have questions about Table 1. Summary of different tele-education modalities used in miscellaneous medical activities. There were multiple colors in the Table – horizontal and vertical, i.e., blue, yellow, green, magenta, etc. What do these colors mean and represent? Nothing was mentioned in the legend of the table.

Regarding the discussion. Under the discussion, it was stated, "In this discussion, we focus on the pros in the first paragraph, followed by the challenges of virtual teaching and learning modalities used during COVID-19." Please remove the words "first paragraph" and insert a comma after "discussion." The phrase "first paragraph" is redundant.

In the discussion section, it is pivotal to tackle problems related to tele-education. For example, whether all of the students are "opening their camera or not", as many students will "escape" by not being present in the discussion chat room, or sleeping, or snoozing. How big does the group tutorial benefit the students, based on your literature reading and academic experiences to have an ideal beneficial discussion? 10-15 or in a large group? Or less? How about the role of virtual reality in tele-education, for example, during virtual surgery, etc.?

