

Review of: "Teaching fire safety through design-based immersion of National Building Code-2016 provisions to students of undergraduate architecture: a student feedback on the pedagogy technique"

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Potential competing interests: No potential competing interests to declare.

This is a daring pedagogical practice that incorporates specific applications and deserves recognition. This study bases the pedagogy on a methodology based on design immersion, with questionnaires yielding positive student responses to the immersion approach. **The practical application value of this study is evident.**

While agreeing with what other reviewers have said about sample size issues, graphical presentation, etc. (Figure 1), my comments are presented below.

1. What is the basis of the questionnaire design questions, and are there any indicators or criteria for reference, or indicator questions derived from interview screening? It is suggested that the authors add clarifications to support the scientific nature of the questionnaire design.
2. The conclusions of the study were drawn from the analysis of the experimental data. Were the 32 students the result of random sampling or the result of questionnaire data cleaning? The data of the remaining 54 students need to be justified in order to prove the valid implementation of the questionnaire.
3. It is recommended to enrich the relevant literature on the immersive approach, while the analysis of the results incorporates the immersive theory to elaborate.