



SDI Review Form 1.6

Journal Name:	British Journal of Education, Society & Behavioural Science
Manuscript Number:	Ms_BJESBS_23607
Title of the Manuscript:	Decontextualization Effect in Simulation Training for Transverse Professional Practices
Type of the Article	Original Research Articles

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound.

To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://www.sciencedomain.org/page.php?id=sdi-general-editorial-policy#Peer-Review-Guideline>)



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PART 1: Review Comments

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<u>Compulsory</u> REVISION comments	The author should kindly include professionalism in the list of keywords and provide a definition of the said term. A clearer definition of high risk industries is needed. The advantages of virtual applications/reality should be discussed. Example: The competency of trainees can be determined, evaluate the decisions they make and how they then react to the consequences. There is a shift from knowledge/qualifications to competence. The 4 criteria used to evaluate performance should be identified and briefly discussed. There should be a brief discussion on how work activity for simulation training can be decontextualized and quality of trainings enhanced. There should be an explanation how the decontextualized simulation is distinct from the contextualized situation.	Done in §1. Done in §1. §4.3 "Contextualization vs decontextualization" was added. §2.7 was rewritten. Done in §2.1.1.
<u>Minor</u> REVISION comments	Kindly suggest a reason for the under-representation of females in the sample.	Added in §2.6.



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<u>Optional/General</u> comments	Kindly include in article if author is in agreement: There is a difference between training and education/teaching. Training changes skills and abilities. Education/teaching results in a change of knowledge. The differences are outlined below: <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <th style="text-align: center;">Education</th> <th style="text-align: center;">Training</th> </tr> <tr> <td>General instruction</td> <td>Specialized instruction</td> </tr> <tr> <td>Long time frame</td> <td>Short time frame</td> </tr> <tr> <td>Dispersed attention</td> <td>Concentrated attention</td> </tr> <tr> <td>Measured delivery</td> <td>High-intensity delivery</td> </tr> <tr> <td>Theoretical emphasis</td> <td>Practical emphasis</td> </tr> <tr> <td>Knowledge acquisition</td> <td>Performance skills</td> </tr> <tr> <td>Synthesis of ideas</td> <td>Behavioral change</td> </tr> </table> The focus in this article is on developing competence by to replace and amplify real experiences with guided ones, often “immersive” in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion.	Education	Training	General instruction	Specialized instruction	Long time frame	Short time frame	Dispersed attention	Concentrated attention	Measured delivery	High-intensity delivery	Theoretical emphasis	Practical emphasis	Knowledge acquisition	Performance skills	Synthesis of ideas	Behavioral change	These relevant remarks refer to the work of the following papers: Van der Heiden P. Pohl C, Bin Mansor Sh, Van Genderen J. The role of education and training in absorptive capacity of international technology transfer in the aerospace sector. Progress in Aerospace Sciences. 2015;76:42-54. Genderen J. The transfer of remote sensing technology in Asia - the ITC experience. Geocarto Int. 1991;6(3):84-89. They are mentioned in §1 and added in ref 7 and 8. All the reference numbers have been subsequently changed.
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