

Decision: Accept with Minor Revisions: Proceed to publication once minor edits are

The revisions add clarity around qualitative design, explicitly incorporate Kolb's experiential learning theory, connect origami-based teaching to the OTPF, and provide significantly improved descriptions of the activity, grading/adaptation strategies, and student learning outcomes.

Strengths of the Revision

1. Methodology Improvements

- Added detail on:
 - Qualitative approach - thematic analysis is now clearly explained.
 - Survey instruments - included sample questions and Likert scaling.
 - Participant demographics - sample size, OT vs OTA distribution, and average age are now reported.
 - Origami activity description - duration, materials, adaptations, and guided support are clearly laid out.
- This section is now methodologically transparent and meets publication standards.

2. Pedagogical and Theoretical Integration

- The revision integrates Kolb's Experiential Learning Theory effectively and ties each stage directly to the activity and learning outcomes.
- The discussion now references Bar & Ratzon (2016) and other relevant OT education literature, situating the study within broader pedagogy.
- The manuscript now explicitly links origami to clinical reasoning, grading/adaptation skills, and foundational OT competencies, which improves scholarly rigor.

3. Occupational Therapy Relevance

- The authors added explicit connections to the OTPF:
 - Defined activity analysis, grading, and adaptation.
 - Linked origami tasks to motor, sensory, cognitive, and psychosocial demands.
- An activity analysis example table (origami crane) supports applicability to OT curricula and could enhance readership value.

Remaining Minor Issues to Address

While the manuscript is now strong, a few areas need light revisions for polish and publication readiness:

1. Writing Clarity and Consistency

- Some sentences remain wordy, repetitive, or awkwardly constructed, especially in the introduction and discussion. Review these sections
- Recommendation: Conduct a focused, language-level edit for conciseness and flow.

2. Integration of Results into Discussion

- While the discussion is improved, it could more explicitly connect thematic findings to broader OT pedagogy:
 - For example, link students' reported challenges with virtual instruction to recommendations for hybrid or in-person adaptations.
 - Tie reported gains in clinical reasoning and grading/adaptation directly to fieldwork readiness.

3. Participant Quotations

- Including 1-2 representative student quotes would strengthen the qualitative findings, adding richness and credibility.
- If quotes are unavailable, this is not a publication blocker, but it would improve impact.