

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.
- **Response:** The entire article was revised and restructured.

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.

Response: Being able to adapt and modify therapeutic activities is an essential part of the occupational therapy process. Understanding these concepts is necessary to be successful on fieldwork and as an OTP. Participants' understanding of the activity analysis was found to improve, largely due to being able to practice and receive feedback.

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.

Response: An appreciation for origami was also expressed by participants, with sentiments such as, "I love Origami and find it interesting and rewarding," "I think it is beautiful," and "Origami can improve someone's quality of life."