

The manuscript is essential for the scientific community. It addresses the challenge of reduced engagement and critical thinking in accelerated asynchronous nursing courses. Demonstrating how peer review fosters engagement, writing skills, and collaborative learning provides an evidence-based pedagogical strategy that can be applied broadly to improve nursing education and professional preparation.

The title is suitable and clearly reflects the focus on fostering engagement and connection through peer review in asynchronous research courses.

The abstract is comprehensive as it clearly outlines the study's problem, purpose, methods, results, and implications. It provides enough information to help readers understand the study's significance and outcomes.

The quality of the article is suitable for scholarly communication, as it is clear, professional, and well-structured.

The sections of the manuscript are well-structured and appropriately organized, with a good flow from introduction to methods, results, and discussion.

The references are adequate, recent, and sufficient, including up-to-date sources supporting the study's context and findings.

Specific Comments:

The manuscript addresses a timely and relevant issue in nursing education, offering practical strategies to enhance student engagement in accelerated courses. Integrating qualitative and quantitative data strengthens the findings.