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| Book Name: | [**Language, Literature and Education: Research Updates**](https://www.bookpi.org/bookstore/product/language-literature-and-education-research-updates-vol-1/) |
| Manuscript Number: | **Ms\_BPR\_4672** |
| Title of the Manuscript:  | **Poetry: Response of Medical Students to Use in Teaching Dermatology** |
| Type of the Article | **Book Chapter** |

**Special note:**

**A research paper already published in a journal can be published as a Book Chapter in an expanded form with proper copyright approval.**

**Source Article:**

**This chapter is an extended version of the article published by the same author(s) in the following journal.**

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| PART 1: Comments |
|  | Reviewer’s comment**Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.** | Author’s Feedback *(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** |  |  |
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| Is the language/English quality of the article suitable for scholarly communications? |  |  |
| Optional/General comments | Peer Review Comments 1. Dermatology is an evident, objective, not interpretative medical discipline. ‘A picture is worth a thousand words’ applies to dermatology particularly. Photographs of nosographic/nosological dermatological entities play a major role in learning and teaching dermatology. 2. Captions, i.e., words, describing and explaining nosographic dermatological entities shown by means of pictures, are written or spoken in prose. They mostly address to medical students’ mind so as to be understood and remembered, i.e., learnt, by them. 3. Additionaly, describing and explaining nosographic dermatological entities by means of poems is kind of pedagogic plug-in, like. They address not only to medical students’ mind, but also to their feelings, to their soul, the kernel of emotional memory. Therefore, it can aid them to learn nosographic dermatological entities by heart. 4. However, the key to success is appropriated poetry. Applied poetry for teaching dematological entities ought to express their essential semiotic (objective and subjective) features, and it is not always an easy achievable target. Nevertheless, including appropriated (high quality) poetry as educational tool in teaching dermatolgy may be worth while. |  |

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| **PART 2:**  |
|  | Reviewer’s comment | Author’s comment *(if agreed with the reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?**  | *(If yes, Kindly please write down the ethical issues here in detail)* |  |

**Reviewers:**

**Joaquim Nabona, Spain**