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Peer Review Reports

Fostering belonging and engagement in inclusive chemistry classrooms: teachers' experiences through a universal design for learning framework

The article went through 2 rounds of review, the reviewer A agreed previously to publish his report, revealing his identity and reviewer B chose not to share his or her opinion; therefore, only his or her final decision will be published anonymously.

The authors agreed to disclose the reviewers' reports and their responses to the reviewers' comments.

Disclaimer: The peer review report content is the entire copy of the reviewers' and authors' comments. Typing and punctuation errors are not edited.

ROUND 1

Reviewer A: Mihalj Poša
Recommendation: Revisions Required

Including SEND in chemistry teaching is certainly a challenge, and research is needed both from the point of view of professors and from the point of view of students.
The authors could present the SEND students in a little more detail, whether they are a homogeneous group, whether they are divided according to some criteria, and give a few examples.
Since one of the central concepts is Universal Design for Learning (UDL), then something more should be written about UDL in the introductory part.
In conclusion, it is necessary to point out more clearly what is new in the author's research and how it benefits the UDL theory.

Reviewer B: Anonymous
Recommendation: Revisions Required

Reviewer B chose not to share his or her opinion, so only the final decision will be disclosed.

ANSWERS TO ROUND 1

Author's Files

ROUND 2

Reviewer A: Mihalj Poša
Recommendation: Accept Submission

The authors have improved the manuscript, and solved every doubt.

Reviewer B: Anonymous
Recommendation: Accept Submission

Reviewer B chose not to share his or her opinion, so only the final decision will be disclosed.

ACCEPT SUBMISSION

Oct. 09, 2026