

We thank Katharine Welsh for her comments on the manuscript (**gc-2020-43: *Using paired teaching for earthquake education in schools***). We have updated the manuscript with the information requested. Our response is also shown below in **blue**.

Ln57 - please amend to include the citation rather than stating "According to the above report..."

We agree and have modified this sentence to state: "While some DRR content is easily woven into specific school subjects such as geography or natural sciences, a textbook-driven approach hinders the achievement of skills, attitudinal and action learning outcomes required for effective DRR learning." See lines 55-57.

Ln 185 - please could you detail the ethical challenges and mitigations here (within the paper) as you have done (very nicely) in the author responses

We added this information to section 2.2 (lines 111-120). The new information is also shown below.

"Ethical approval for this study was sought and received from the participating schools and institutional partners that coordinated this effort in 2018-2019. The ethical procedures were designed to adhere to current standards of assent and consent regarding in-school research and to provide participants with anonymity. As a low-risk, school-based study focused on learning outcomes from regular teaching activities, the consent of the school-based stakeholders, i.e. the principals and teachers, were considered sufficient to proceed with the pre- and post-tests. All participation was voluntary, and students were given the opportunity to assent or refuse participation at both the pre- and post-test points in time. The pre- and post-tests were anonymous with students creating their own codenames, which were known only to them, that were used to match the pre- and post-tests for analysis purposes. No sensitive or identifying information was collected, and the anonymous data are stored in a secure location within the European Union that is password protected, in accordance with GDPR regulations. The data will be destroyed upon completion of this research project."

Ln 461 - is there evidence in the literature (i.e. in other countries) that you could use to support your suggestion here?

Good point. There is evidence for supporting our suggestions. We have modified section 4.3 (lines 385 – 404) to include references to previous studies that have tested paired teaching in other countries including China, Japan and Malaysia. The modified text is also shown below.

"The low level of engagement by local teachers in Tajikistan in serving as in-class teachers in the paired-teaching approach may be due to their unfamiliarity and discomfort with collaborative learning methods and the use of video technology. Since the paired teaching video lessons were designed to be a complete resource (i.e., containing video segments, teacher's guides, downloadable handouts and lists of other resources relevant to the topic), no teacher training was provided for using these videos. However, teachers were encouraged to view the videos and familiarize themselves with the content before using them in their classrooms. This study, however, reveals that these videos may not be seen as a complete resource by some teachers. While the UK teachers tested the videos with minimal input from video creators, teachers in Tajikistan asked to observe classroom testing of the videos. This request was made despite the fact that the teachers were offered training to deliver the videos, and/or the option to co-teach the video lessons with experienced instructors. Similar to teachers in Tajikistan, teachers in China, Japan and Malaysia, where

rote learning dominates classroom culture, experienced difficulties with paired teaching (Larson and Murray, 2017). Therefore, the textbook-based classroom culture may partly explain why Tajik teachers did not want to actively engage in video testing. In addition, teachers' low level of technology acceptance and readiness for teaching and learning has been shown to hinder their engagement with technology-based pedagogical approaches (Shukor et al., 2018). Our study, therefore, shows that the paired teaching pedagogy is not a "one size fits all" teaching approach, and depends on the classroom culture and teacher's comfort operating within it. Taken together, when developing curricular material, teachers' and students' involvement are key to ensuring an appropriate selection of content and pedagogical approaches. This can be achieved through informal classroom observation and discussions of goals and pedagogical expectations with classroom teachers and students as well as providing ongoing, high-quality pedagogical training that support teachers with adopting a more student-centered and collaborative teaching style for their classrooms."

END OF COMMENTS