**Techne Series – Research in Sloyd Education and Craft Science A**

**Paper title: “Learning craft skills: exploring preschoolers’ craft making process”**

Dear Editor,

We would like to resubmit an article on the title “Learning craft skills: exploring preschoolers’ craft making process” to be published in Techne series A. Based on the feedback, we have made the following revisions and corrections:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Referee1**  | **Referee2** | **Corrections made by authors** |
| 1.Relevance of research topic | In what way the study contributes to the field of pre-primary education? | - | - We have tried to point out the lack of research related to the study of preschoolers’ craft learning.- We have checked out the relevant research on the field of young children’s craft learning once more.  |
| 2.Abstract | - | - | - |
| 3.Theoretical background | Explicit arguments for the educational relevance of the study in relation to the field of pre-primary and craft education would be beneficial. | How holistic the process really was? | * We have added a sentence “Empirical studies that combine the study of preschoolers’ craft learning processes in relation cognitive and embodied aspects are still extremely rare.”
* We also point out children’s multi-modal and embodied aspects of handicrafts.
* The term of small-scale holistic craft has been opened more clearly.
 |
| 4.Novelty/originality | - | - | - |
| 5.Research objectives | - | - | - |
| 6.Research methods, data and analysis | Sub-heading “Participants..” is not needed. | - | Sub-heading “Participants, data collection, and data analysis” has been deleted. |
| 7.Reporting of research results | The conclusion would benefit from a more explicit argument of the particular meaning and the relevance of the results. | - | At the beginning of the discussion, we have emphasised how this article focuses on preschoolers’ embodied aspects of handicrafts. |
| 8.Clarity and polishing of text | - | Especially figure 2 did not give much information of the action. | Pictures in figure 2 have been enlarged and captions have been corrected. |