Response to Reviewer 1 Comments

Dear Education Sciences Journal Reviewer,
We appreciate the effort of your review and observations. We have taken them into account in the new version of the article. We think that your feedback has allowed us to improve the manuscript.

In the following points you can see how we have considered your recommendations:

Reviewer (R): Line 24 repetition of words.

Author (A): The original version of the manuscript had an error in this line and there were repeated words. According to your comment, this line has been corrected as follows:

Original line: *"However, face-to-face education is the is the most successful model".*

Corrected line: *"However, face-to-face education is the most successful model".*

R: Escanés et al. [8], who studied the factors of dropping out 35 of education, reported that face-to-face education has a lower dropout rate than other 36 educational modalities.

Should be

It has been reported that face-to-face education has a lower dropout rate than other educational modalities [8].

A: According to your observation we have modified the indicated fragment. This is the new sentence:

"It has been reported that face-to-face education has a lower dropout rate than other educational modalities [10]."

R: Cho et al. [10], who studied learning strategies in higher education, showed that motivation was directly linked to the degree of achievement of learning objectives,

Should be

As indicated by Cho et al. [10] motivation is directly linked to the degree of achievement of learning objectives.

A: According to your observation we have modified the indicated fragment. This is the new one:

"As indicated by Cho et al. [13] and Gherheș et al. [7], motivation is directly linked to the degree of achievement of learning objectives".

R: Line 51 this is not needed

teaching hours **of the students** in compressed periods of time

(A): According to your comment, this line has been corrected as follows:

Original line: *"This style concentrates the teaching hours of the students in compressed periods of time"*

Corrected line: *"This style concentrates the teaching hours in compressed periods of time".*

R: Lines 51- 54 unclear needs rephrasing

The 51 credit has the same duration of 25 hours, although the percentage of attendance of the 52 students is reduced, with a variable term between 10% -30% (2,5 h/ECTS y 7,5 h/ECTS) 53 [18].

A: According to your suggestion, the sentence has been rewritten to clarify this point. This is the new writing:

"The credit has the same duration as in the TFE (25 hours), although the percentage of face-to-face attendance of the students is lower, with a variable term between 10%-30% [21]".

R: Line 67-68 unclear needs rephrasing

The implementation of a learning style such as IFE must consider the institutional 67 organization and organizational models of the university [5]

A: According to your suggestion, the sentence has been rewritten to clarify this point. This is the new writing:

"The implementation of a learning style such as the IFE must take into account organizational coordination, since the same training contents as in the TFE must be taught in less time [5]".

R: Line 138-139 unclear needs rephrasing

The students answered each question of the survey (Table S1) as many times as profiles were observed at the university.

A: This refers to the fact that the student answered the same question referring to every single profile of the university individually. This is an excerpt from the survey, showing a question, to illustrate the explanation:

12. How much do the following profiles respect your role at the university?

	Never	*Rarely*	*Occasionally*	*Frequently*	*Constantly*
Lectures					
Students' representatives					
Administrative officers					

Classmates					

Thereby, according to your suggestion, the sentence has been rewritten to clarify this point.

Old sentence:

"The students answered each question of the survey (Table S1) as many times as profiles were observed at the university".

New sentence:

"In the survey, students were asked for their degree of coordination with the rest of the university profiles and for their degree of satisfaction with each one (Table S1)".

R: The impact/contribution of the study should be more explicit.

A: According to your suggestion, the contribution of this study has been expanded, to clarify it and make it more explicit. To improve this point, information has also been added to the discussion section. This is the added text:

"This study has shown that students can take the same training contents in less face-to-face time without affecting their satisfaction, as long as there are adequate levels of coordination and communication. The scientific literature defends that, as more contingent factors demand a need for organizational action, the more important the application of relational coordination principles becomes [5,31,34,35]. Therefore, the application of relational coordination as an innovative organizational model for higher education, could be transferable to other universities. This may be of interest for the configuration of future learning models in which the physical presence of the student in the educational centre must be considerably reduced".

Besides, the conclusions section has been improved too. This is the new text:

*"**6. Conclusions***

In this research, differences between both educational styles were found, being the intensive face-to-face style the one that obtained the highest levels of RC and student satisfaction.
A discriminant model with reduced number of variables was built and allows identifying the differences between face-to-face educational styles (traditional versus intensive). The obtained RC model was linked to the improvement of results. Problem-solving communication with students' representatives and shared knowledge and goals with lectures were the elements of success in this educational style. Frequent communication with administrative officers should be improved in the intensive style to increase performance. The proposed measures can be useful for the academic and administrative staff of the university that is committed to face-to-face education for adult students.
Face-to-face modality is an educational form that must be maintained to satisfy the educational demand of a specific profile of student with flexibility needs. Traditional face-to-face education has been considered the most accepted and demanded model. However, it is possible to adjust this modality to achieve efficient intensive models that do not renounce the benefits provided by the contact of the student with the educational

ecosystem. The findings of this research are useful to determine the appropriate duration of face-to-face education that improves satisfaction.
Future research could combine this high satisfaction face-to-face education model with the online modality to form a hybrid model, as an effective alternative smart education adjusted to the current situation".

R: The limitation of the study is missing as well as opportunity for further studies

A: According to your suggestion, a specific section has been created to highlight the limitations and opportunities for future studies:

*"**5. Limitations***

The methodology used makes it possible to compare two educational styles, which enables to define face-to-face. Nevertheless, this work has some limitations. On the one hand, this study was carried out in a specific intensive program at a university considering students enrolled in agri-food profiles. In future research, the study could be extended to a sample of students belonging to different branches of knowledge to obtain a cross-sectional approach. On the other hand, quality was studied in terms of student satisfaction with the organizational model. Subsequent studies could associate quality with students' academic results, since their exploration was outside the scope of this study. Finally, given that this study focuses only on student satisfaction, the study from the perspective of the satisfaction of the rest of the university profiles (lecturers and administrative officers, among others) could be the object of study in future research.".

Due to the limitations section has been added, the conclusions section is now heading 6.

Besides, based on your observation, we have done extensive editing of the English language and style, as well as a general review of the language to clarify our work and make it more descriptive, more critical, and analytical.

Finally, we would like to add that, due to the introduction of new references to expand the information on traditional face-to-face education (TFE) and intensive face-to-face education (IFE) in the introduction section, citations and references throughout the text have been renumbered.