

Reviewer Invitation for Profiling Teacher Pedagogical Behaviours in Plummeting Postgraduate Students' Anxiety in Statistics

1 message

Cogent Education <em@editorialmanager.com>

Mon, Mar 6, 2023 at 3:27 PM

Reply-To: Cogent Education <oaed-peerreview@journals.tandf.co.uk>

To: Georgina Maria Tinungki <georgina@unhas.ac.id>

Dear Dr Tinungki,

SERAFINA PASTORE, Ph.D, Senior Editor for Cogent Education, would like to invite you to review a manuscript entitled "Profiling Teacher Pedagogical Behaviours in Plummeting Postgraduate Students' Anxiety in Statistics". This involves completing a scorecard and submitting your recommendation, with the entire process conducted via an easy online system.

Please note that from December 2022, Cogent Education has followed a double anonymous peer review policy. This means author's names are not visible to reviewers. Submissions received before December 2022 will still be formatted in a single anonymous way, meaning that author names are present in the file.

All agreed reviewers must have expertise in the topic of the manuscript and have no conflict of interest preventing them from providing an unbiased view. For more information about our criteria for publication, expectations of reviewers and our review process please visit the website at <https://www.cogentoa.com/reviewers>.

If you have reviewed a previous version of this manuscript, please note that you should be primarily assessing the revision based on whether authors have successfully made the requested amendments, rather than identifying new issues.

Please find the abstract for the manuscript below for your information. The full paper will be available to read on the online system if you accept the invitation.

The indispensable relationship between Research and Statistics makes the teaching of both courses crucial in all postgraduate programmes. However, over the years, postgraduate students have displayed a high level of anxiety in studying Statistics; this is likely to affect their appreciation of the course and its application in scientific enquiries. Therefore, exploiting the descriptive case study strategy knitted within the sequential explanatory design, a statistics teacher was studied in one of Ghana's outstanding universities and the reported pedagogical behaviours were profiled. Primary data were obtained from 99 postgraduate students (reading various postgraduate programmes on regular, sandwich and distance modes of education) on their level of anxiety in Statistics and their experiences about their teacher's pedagogical behaviours. Also, 12 of the postgraduate students were interviewed about the pedagogical behaviours of their teacher that reduced their anxiety in Statistics. To triangulate the primary data, assessment evidence on the teacher's teaching practices was obtained from the Directorate of Academic Planning and Quality Assurance Unit of the university. Consequently, the study found and catalogued 17 strategic teacher pedagogical behaviours under general (affective factors and pedagogical practices) and specific pedagogical (cognitive factors) behaviours that reduced postgraduate students' statistical anxiety and heightened positive attitudes towards the study of Statistics. This is the heuristic contribution the study offers to the application of the processing efficiency theory. Therefore, a recognition of these aforementioned pedagogical behaviours and their open display during the teaching of Statistics will go a long way in reducing postgraduate students' level of anxiety in Statistics.

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Your username is: Georgina Maria Tinungki

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The manuscript reference is COGENTEDU-2023-0267.

If possible, I would appreciate receiving your review 14 days from the date of accepting this invitation.

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Thank you for agreeing to review

1 message

Cogent Education <em@editorialmanager.com>
Reply-To: Cogent Education <oaed-peerreview@journals.tandf.co.uk>
To: Georgina Maria Tinungki <georgina@unhas.ac.id>

Mon, Mar 13, 2023 at 9:11 AM

Dear Dr Tinungki,

Thank you for agreeing to review manuscript COGENTEDU-2023-0267, "Profiling Teacher Pedagogical Behaviours in Plummeting Postgraduate Students' Anxiety in Statistics", for Cogent Education.

To download the paper, please click this link: <https://www.editorialmanager.com/cogentedu/l.asp?i=411124&I=SYTIMW2U> *

Your review of this paper is due by Mar 26, 2023. If you are unlikely to be able to provide comments by this date, please contact the Editorial Office who will be happy to help.

You can submit your review at <https://www.editorialmanager.com/cogentedu/>: your username is Your username is: Georgina Maria Tinungki and your password can be set at this link: <https://www.editorialmanager.com/cogentedu/l.asp?i=411125&I=QQ3KHFNY>. We encourage you to focus your review on the methodological and/or theoretical rigour of the manuscript and its relevance to the journal's audience, rather than on a prediction of its future level of importance to the field.

In addition to completing the scorecard, we would appreciate you providing thorough and constructive feedback for the authors in the comments box.

When submitting your recommendation, you can choose from the following options:

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For more information about our criteria for publication, expectations of reviewers and our review process please visit the website at <https://www.cogentoa.com/reviewers>.

With kind regards

SERAFINA PASTORE, Ph.D
Senior Editor
Cogent Education

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1K

Thank you for the review of COGENTEDU-2023-0267

1 message

Cogent Education <em@editorialmanager.com>
Reply-To: Cogent Education <oaed-peerreview@journals.tandf.co.uk>
To: Georgina Maria Tinungki <georgina@unhas.ac.id>

Tue, Mar 28, 2023 at 11:00 AM

Ref.: Ms. No. COGENTEDU-2023-0267
Profiling Teacher Pedagogical Behaviours in Plummeting Postgraduate Students' Anxiety in Statistics
Cogent Education

Dear Tinungki,

Thank you for your review of this manuscript.

You can access your review comments and the decision letter (when available) by logging onto the Editorial Manager site at:

<https://www.editorialmanager.com/cogentedu/>
username: Georgina Maria Tinungki
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Kind regards,

SERAFINA PASTORE, Ph.D
Senior Editor
Cogent Education

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Cogent Education

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Scopus coverage years: from 2014 to Present

Publisher: Taylor & Francis

E-ISSN: 2331-186X

Subject area: Social Sciences: Education

Source type: Journal

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2.2 ⓘ

SJR 2022

0.439 ⓘ

SNIP 2022

1.073 ⓘ

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