

## Review Form 1.6

Journal Name:	<a href="#">Asian Research Journal of Mathematics</a>
Manuscript Number:	Ms_ARJOM_91669
Title of the Manuscript:	Contemporary Preservice Mathematics Teachers' Technological Pedagogical Content Knowledge Levels in Perspective: Self-reported Survey
Type of the Article	Original Research Article

### **General guideline for Peer Review process:**

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

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**Review Form 1.6**

**PART 1: Review Comments**

	<b>Reviewer's comment</b>	<b>Author's comment</b> (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<b>Compulsory</b> REVISION comments	<p><b>Where is the number two (ii)? – Abstract Section</b></p> <p>Results showed that: <b>(i)</b> the perceived knowledge level of the preservice mathematics teachers on TPACK and its components were moderate and high; <b>(iii)</b> there were positive relationships among the components of TPACK, and all of the relationships were statistically significant.</p> <p>In my opinion, it would be for you to explore your ability in using English words correctly.</p>	
<b>Minor</b> REVISION comments	<p>Vocabulary errors, as in:</p> <p>1) "Preservice mathematics teachers' acquisition of pedagogical knowledge, content knowledge and technological knowledge is <b>very paramount</b> during their training.", <b>it should be</b> "Preservice mathematics teachers' acquisition of pedagogical knowledge, content knowledge and technological knowledge is <b>foremost</b> during their training." – <b>Introduction Section;</b></p> <p>2) "The department since 2003 has restructured <b>her courses</b> for the undergraduate programme of which how to use ICTs interspersed with pedagogies in the teaching of mathematics have been added.", <b>it should be</b> "The department since 2003 has restructured <b>its courses</b> for the undergraduate programme of which how to use ICTs interspersed with pedagogies in the teaching of mathematics have been added." – <b>Introduction Section;</b></p> <p>3) "Additionally, the TPACK framework was employed to <b>undergird</b> this study because of its dynamic characteristic and how researchers try different methods to measuring preservice mathematics teachers perceived knowledge levels on TPACK and its components [39].", <b>it should be</b> "Additionally, the TPACK framework was employed to <b>strengthen</b> this study because of its dynamic characteristic and how researchers try different methods to measuring preservice mathematics teachers perceived knowledge levels on TPACK and its components [39]." – <b>Introduction Section;</b></p> <p>4) "[19] <b>intimated</b> that purposeful sampling is when a researcher "intentionally selects participants who have experience with the central phenomenon or the key concept being explored" (p. 112)." <b>intimated, what do you mean? – Introduction Section;</b></p> <p>5) "Simple random sampling was employed because all the respondents in the population have equal <b>chance of been selected</b> ([21]; [49]).", <b>it should be</b> "Simple random sampling was employed because all the respondents in the population have equal <b>chance to be selected</b> ([21]; [49])." - <b>Introduction Section;</b></p> <p>6) "The questionnaire consisted of close ended-ended items which demanded respondents to tick responses that <b>best</b> apply to them.", <b>it should be</b> "The questionnaire consisted of close ended-ended items which demanded respondents to tick responses that <b>mostly</b> apply to them." <b>OR</b> "The questionnaire consisted of close ended-ended items which demanded respondents to tick responses that <b>most closely</b> apply to them." – <b>Introduction Section;</b></p> <p>7) "The close-ended items were also aimed at ensuring <b>uniformity</b> in the responses and thereby preventing subjectivity of any kind.", <b>it should be</b> "The close-ended items were also aimed at ensuring <b>conformity</b> in the responses and thereby preventing subjectivity of any kind." – <b>Methodology Section;</b></p> <p>8) "<b>Three dimensions categorisation by [79]</b> as low, moderate and high were used to interpret the findings of preservice mathematics teachers' perception of TPACK levels.", <b>it should be</b> "<b>Three dimensions categorised by [79]</b> are low, moderate and high were used to interpret the findings of preservice mathematics teachers' perception of TPACK levels." – <b>Results and Discussion Section;</b></p>	

**Review Form 1.6**

	<p>9) “Per [79] <b>categorisation</b>, the pre-test results in Agyei and Voogt’s (2012) study showed moderate and high knowledge levels on TPACK and its components and high levels on TPACK and its components for the post-test results.”, <b>it should be</b> “Per [79] <b>classification</b>, the pre-test results in Agyei and Voogt’s (2012) study showed moderate and high knowledge levels on TPACK and its components and high levels on TPACK and its components for the post-test results.” – <b>Results and Discussion Section;</b></p> <p>10) “Results <b>from this study</b> showed that preservice mathematics teachers’ TPACK and its components could be developed via training in how to integrate appropriate technologies with sounding teaching approaches in teaching concepts.”, <b>it should be</b> “Results <b>in this study</b> showed that preservice mathematics teachers’ TPACK and its components could be developed via training in how to integrate appropriate technologies with sounding teaching approaches in teaching concepts.” – <b>Results and Discussion Section;</b></p> <p>11) “Furthermore, the results indicate that there are positive relationships <b>among</b> the components of TPACK, and all of the relationships are statistically significant.”, <b>it should be</b> “Furthermore, the results indicate that there are positive relationships <b>between</b> the components of TPACK, and all of the relationships are statistically significant.” – <b>Results and Discussion;</b></p> <p>12) “Considering the findings <b>from the present study</b>, literature suggest that CK, PK and TK should be treated together and not separately ([41]; [51]; [59]).”, <b>it should be</b> “Considering the findings <b>in the present study</b>, references suggest that CK, PK and TK should be treated together and not separately ([41]; [51]; [59]).” – <b>Results and Discussion Section.</b></p> <p>Grammar errors, as in:</p> <p>1) “<b>TPACK described</b> by [40], “represents a thoughtful interweaving of all three key sources of knowledge – technology, pedagogy, and content” (p. 14).”, <b>it should be</b> “<b>TPACK was described</b> by [40], “represents a thoughtful interweaving of all three key sources of knowledge – technology, pedagogy, and content” (p. 14).” – <b>Introduction Section;</b></p> <p>2) “...and <b>have been trained in how</b> to incorporate technologies into the teaching and learning of mathematics.”, <b>it should be</b> “and <b>have been trained how</b> to incorporate technologies into the teaching and learning of mathematics.”, - <b>Introduction Section;</b></p> <p>3) “Responses from the respondents <b>were compared from one person to the other</b> to make sure that the questions are being interpreted in the same way, are easy to understand, and are arranged in a logical sequence [8].”, <b>it should be</b> “Responses from the respondents <b>were compared</b> to make sure that the questions are being interpreted in the same way, are easy to understand, and are arranged in a logical sequence [8].” – <b>Methodology Section;</b></p> <p>4) “This average mean score <b>indicate</b> that the preservice mathematics teachers reported that their knowledge is high related to for example: their ability to use a mathematical way of thinking.”, <b>it should be</b> “This average mean score <b>indicates</b> that the preservice mathematics teachers reported that their knowledge is high related to for example: their ability to use a mathematical way of thinking.” – <b>Results and Discussion Section;</b></p>	
<p><b>Optional/General</b> comments</p>	<p>In my opinion, it would be better, if you pay attention to the portion distribution of each section in a research paper. I mean, you have to deepen the basic knowledge of research paper writing system. There would be an explanation of what percentage each section is.</p>	

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**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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