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Title of the Manuscript:	Mastery Learning Strategy and Learning Retention: Effects on Senior Secondary School Students' Achievement in Physical Geography in Ganye Educational Zone, Nigeria
Type of the Article	Original Research Article

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PART 1: Review Comments

	Reviewer's comment	Author's comment (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)
Compulsory REVISION comments	<p>There are many grammatical and style things that need to be addressed in this article. I continue to struggle to understand the culture that sees lecturing (we would refer to it as modelling) as being the opposite of mastery learning. If I'm teaching a skill, a lecturing/modelling approach is the best way to do that. But, if I'm teaching for knowledge acquisition, student-centred inquiry approaches are preferable. However, resources matter and some approaches are very difficult to acquire in some cultures so I understand the context of the study too.</p> <p>The authors could be much clearer about strategies related to the traditional approach. Describing it as chalk and talk is inadequate to paint a clear picture of the cultural context.</p> <p>Please address the inconsistencies throughout the paper about the inclusion/exclusion of "evaluation" as a higher order thinking skill.</p> <p>See track change notes throughout the paper.</p>	<p>1. We don't have students studying Geography in secondary schools. We only have students studying Geography in tertiary institutions (e.g. University). So offering should suffice.</p> <p>2. Your suggestion is not out of place. However, in Geography, when we say man, it does represent the human race. I could still remember the definition of social studies in my secondary school days. While you may not be wrong, I will love the contextual usage of Man and His than Human and their to be maintained.</p> <p>3. Why did you tie lecturing to modelling? They are never the same and can never be the same. Modelling is partly Scaffolding (Bruner, Lev Vigotsky). I am currently working on this.</p> <p>4. Lecturing is not the opposite of mastery learning. You should know that the observations made in the study area were tied to the use of lecture (Conventional) method. The researcher put this into test to ascertain whether the claims and the observations made were true.</p> <p>5. You confused the whole thing. I'm using your statement but in the opposite form: if I'm teaching for knowledge acquisition, lecturing, (not modelling) is the best way to do that. But if I'm teaching a skill, student-centred (not only inquiry) approaches are preferable. Don't forget that inquiry is a method. Somebody else can use Inquiry method to teach this aspect of Geography as</p>



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		<p>well. However, you should know that I decided to use mastery learning because students in this area complained of not having a good grasp of what is being taught before proceeding to the next topic.</p> <p>The knowledge we acquire in schools should not only be for examination purposes. The knowledge we acquire should last us for a lifetime, so we could be able to use it productively when confronted with life's challenges. This is what mastery learning could do. However, looking at our education system today, you'll notice that most students read for examination purposes alone. Ask them one question after the exam; they can barely give you an answer. This is what lecture method could do to the students. However, we can't say lecture method is completely unproductive. But considering the situation on ground, one may need to work extra hard to have an imprint of what one is being taught in our schools.</p> <p>6. In lecturing, the teacher is seen as the centre of knowledge transmission and the learners, a box in which knowledge is being transmitted into, and expected to regurgitate same when ask to do so. This is the context in which I used conventional method. Somebody may see it a little differently.</p> <p>In Comment 35, you said mastery learning has has been used for close to three decades, that shouldn't be the point. The question is; are we using it? We conduct research in the face of daunting challenges and make recommendations upon recommendations, but are we truly using these strategies. Why are we still experiencing these insurmountable problems in our education system? Somebody somewhere would key into this work and adopt it to boost the learning of students across all levels. However, in this part of the world, who cares? So the</p>
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		<p>strategy has been there but I can confidently tell you, based on my field experience that secondary teachers who are supposed to be implementing this strategy in the classrooms doesn't even know the meaning, talk more of applying it. This is our predicament.</p> <p>7. You just don't use all the domains in the Blooms Taxonomy because they are there for you to use. You chose the domains based on your topic and the verbs in the domains that best addressed what you are testing. If the verbs for the domains chosen do not tally with the structure of your questions and topics, you can't use it. I'll give you an example, if you are teaching algebra in Mathematics, you may find that most of your questions will address the knowledge, application and may be comprehension domains. Why? Because of the chosen topic. Similarly, when you are teaching topic like Comprehension in English Language, you will also run into the same problem (not addressing all the domains). In some cases, your topics will not even address any of the cognitive domains. For instance, if you are working on "Hands-On Keyboarding," the strategy and the subject matter would require a kinaesthetic nature of learning. You'll be asking questions like, using the Microsoft word, type..... in 10 minutes. This type of question, you can't find the right verbs to use in the cognitive domain. You'll have to move to the psychomotor domain to set your questions. You can read more on this. It is very good for a teacher to try as much as possible to spread the questions across all the domains, however, there are many factors that comes into play when you start setting your question.</p> <p>8. Why did I concentrate more on the lower order domain? I would ask you these simple questions; if you build a very beautiful house with a poor foundation, what</p>
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		<p>would happen to the house in the nearest future? When is mastery learning crucial? Moreover, there are no hard rules which state that your questions for each domain must be exact. Mind you, I used the percentages for my calculations (test and measurement) for the domains tested because I want to be technical. However, one can still distribute the numbers in each cell without going through the rigours of all the calculations. Only then will you have the leverage to use equal numbers for all the domains. But still, it all depends on what you want to achieve (your topic, the strategy used and the verbs for questioning). You can read more on the Blooms Taxonomy, item specification table in test and measurement.</p> <p>9. I saw what you said about the Capitalized letters in my work. It is not a mistake; it was geared toward identifying all the keywords where ever they appear in the work. When you are tutored by Lecturers that graduated from University of Ibadan (UI) in Nigeria, department of education, you'll understand what I am saying. We are all students of our lecturers and Universities. I am not saying your suggestion is wrong. Hope you'd understand.</p> <p>10. I saw what you said about reporting results in the introduction. Please do understand that it is not result in anyway. They were observations made by the students before I delve into this work. You should understand that it was complaints like this that made the researcher to use mastery learning. Take a look at this please: 'And just when they are trying to assimilate the previous topics taught, the teachers often come up with new ones'. It shows that students do not have a good mastery of topics taught because teachers were more concerned with covering the syllabus. What teaching method would enable you to cover large amount of work within a short time? I guess you know the answer. That paragraph as</p>
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		<p>you said, 'dramatic' is very critical to this work.</p> <p>11. 'Localith, Batholith, Dyke, Sill, Stack and Stump' unclear what this means? Are you a Geographer? This will make more sense to a Geographer. Your predicament in understanding this were the students' predicament before this study was conducted. What you saw there is never in any way the results of this study. I call it the 'Push Factor'. Are you saying I cannot present the problems students are faced with in the study area? The next paragraph is tied to the students' observations. How do you reconcile the removal of those observations with the next paragraph in place? Take a look at what these Geographers are saying, Obondo Nabwire and Jaction (in Filgona Sababa & Filgona, 2016).</p> <p>Recently, researchers are not interested in reports that are broad based addressing the background. Most topics have been over flogged. Recently, researchers are interested in seeing the problems you identified in the study area serving as the propelling factors. The peculiarity in the problem and the links of those variables in the topic to the study area. This is now the concept of "Background". The paragraph were you said I made sweeping claims will be backed with relevant citations. And maybe if I say Mastery Learning Strategy is one of such techniques that (could) may provide remedial to students difficulties in Physical Geography, it could help ease your worry.</p> <p>12. You asked a question which centred on the usage of the word 'domain'. It is very necessary because everything about the Bloom's Taxonomy is centred on the domains of learning. It may be cognitive, affective or psychomotor.</p>
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		<p>13. I use to hyphenate post-test as the computer would suggest, but recently, I was made to understand that they are two separate words, post test. However, pre-test is hyphenated. Look again; you will notice that they are actually two separate words.</p> <p>14. I saw what you said about the students performing better in the lower order domain, which is ONLY when you look at the mean. However, when you looked at the 2Sig. value, what did you see? I am not using the mean for my final interpretation here; it is not a research question but hypothesis. I am using the 2Sig. value for my final reading. Furthermore, in comment 103, you said 'significantly stronger'. There is nothing like significantly stronger, higher or better in statistics or research generally. It is either your result is significant or not significant, period!!!!</p> <p>15. I deleted the mind mapping area. However, don't confuse conventional (lecture) approach with other strategies.</p>
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Minor REVISION comments		I noticed some problems with your style of review. In line 68-77 and line 109-117 you weren't specific about what you want the author to do. In line 109-117 , I don't really see the need for citations there. Is it not true that educationist wanted this? Then why all the research? However, I included two citations there. Background is not supposed to look like and extensive literature reviews (except the journal favours this). You only identified the problem without proffering solutions. A good reviewer should be able to see the connectivity and flow in an author's work, and the harm it will cause when one paragraph is removed without possible suggestions for replacement. You should not only criticize but tell the author what to do. A good review is like a double edged sword, when you identify the problem, you provide a way out. Two wrongs cannot make a right. Anybody can criticize your work; however, it is not everybody that can show you the way out. That is where expertise comes into play.
Optional/General comments		Great job you did there with the Microsoft word track changes. However, I would like to maintain the capital letters of the keywords in this study in some areas. It isn't grammar. It is a recent development (2016) in research report. You can see this in some recent publications.