



SDI Review Form 1.6

Journal Name:	Asian Research Journal of Arts & Social Sciences
Manuscript Number:	Ms_ARJASS_32417
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

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:

(<http://www.sciencedomain.org/page.php?id=sdi-general-editorial-policy#Peer-Review-Guideline>)



SDI Review Form 1.6

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>	
Minor REVISION comments		
Optional/General comments		

Reviewer Details:

Name:	Nancy Maynes
Department, University & Country	Nipissing University, Canada