

## Re: Invitation to review: JERR(April. 2020)137

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Dari: Scienceweb publishing (jerr.scienceweb@gmail.com)

Kepada: badrunkw@yahoo.com

Tanggal: Jumat, 24 April 2020 16.34 WIB

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**Dear Dr. Badrun Wagiran,**

Thank you for your accepting to review the article.

Please note that the "**Full Article**", "**Reviewers evaluation form**" as well as the "**Instruction for authors**" have been sent to you.

Thank you for your understanding as we look forward to receive your comments in two(2)weeks time.

Best regards

Morrison K

**Journal of Educational Research and Reviews**

On Thu, Apr 23, 2020 at 4:23 AM badrun wagiran <[badrunkw@yahoo.com](mailto:badrunkw@yahoo.com)> wrote:

Dear Mr. Morrison K (Journal of Educational Research and Reviews)

I will review this article in two weeks

On Wednesday, 22 April 2020, 09:14:14 pm GMT+7, J. Edu. Res. Rev. <[jerr.scienceweb@gmail.com](mailto:jerr.scienceweb@gmail.com)> wrote:

Journal of Educational Research and Reviews

/JERR/

\* \*\*<http://sciencewebpublishing.net/jerr>

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Dear Researcher,

Greetings.

An article was received by us and we wish to inquire if you can create time to review the manuscript and send back to us within two (2) weeks.

Please find the title and abstract below;

Title: Have teachers' perceptions regarding pedagogical change in grade 6 mathematics lessons with ICTs altered over a 16-year period? A Cultural Historical Activity Theory analysis.

Abstract

This paper presents data from 4 teachers across 2 non-fee-paying schools in the Western Cape province of South Africa in relation to pedagogical transformation in mathematics lessons with ICTs. The paper is informed by the continuing lag in mathematics and science results recorded in South Africa post-apartheid. In order to address underperformance in these core 21st century competencies, the government introduced Information Communication Tools (ICTs) into schools to improve students' outcomes at the turn of the 21st century. However, research indicates that it is not the tool itself that leads to pedagogical change but, rather, how that tool is mobilized by teachers (Webb & Cox. 2004). Research is also clear that it is teachers' perceptions of, and attitudes to novel technology that informs how they use this in their lessons. A cultural historical framework (CHAT) is used to analyse teachers' interview data in order to investigate 1) what aspects of pedagogy change with ICTs, 2) whether any contradictions arise out of the use of novel tools to teach mathematics and 3) whether teachers' perceptions of the pedagogical impact of ICTs has altered over a 16 year period. Findings indicate that there are differences between face to face and computer-based lessons across time, with computer-based lessons moving from being about reinforcement in 2003 to teaching/learning spaces in 2019.

Keywords: Cultural historical activity theory; teachers' perceptions; pedagogical change.

Please note that upon acceptance to review, the complete manuscript, Instruction for authors and reviewer's guide shall be sent to you.

The Journal currently welcomes the submission of original and significant contributions that meets the general criteria of significance and scientific excellence. We invite you to submit your manuscript (s) for publication as it our objective to inform author's of the decision of their manuscript within four (4) weeks after submission.

Best Regards

Morrison K

Journal of Educational Research and Reviews

Scienceweb Publishing

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