

Strategies to encourage students' active participation through online teaching in mathematics

The paper reports on a research was done in a Middle Secondary School aiming to find out the hindrances and to identify effective strategies that would encourage and motivate students actively participate in mathematics online lessons. The methods used in this research adopt a quantitative approach blended with a qualitative data collection base on a model of action research. Framed questionnaires, class tests and personal interviews were simultaneously used for data collection.

The main conclusion of the research reported reveals that it is possible to have students participate actively in online mathematics lessons as they do in face-to-face teaching when proper teaching strategies are implemented. On the other hand, it was found that other crucial factors such as parental guidance and support, home environment, socio-economic background and learners' own intrinsic motivation and interest also determine the effectiveness of online classes.

The introduction to the research questions is sufficiently informative and the methods and materials used for data collection are presented in details. They may be considered as suitable for researching the questions set and at the same time they fulfill the appropriate methodological standards.

The findings of the research carried out are based on the data collected which are well controlled and robust.

Discussion and conclusions are very clear presented with sufficient references to the relevant literature. The limitations of the study are also concretely presented.

In conclusion the manuscript is sufficiently robust and technically sound and it deals with a very interesting current question in mathematics teaching.

The article will be improved if very few existing linguistic errors will be corrected by the author/s (as for example "To ensure every participants..." or "those students who falls").