

## Review Form 1.6

Journal Name:	<a href="#">Asian Journal of Probability and Statistics</a>
Manuscript Number:	Ms_AJPAS_90123
Title of the Manuscript:	Walking Mathematics Students Through the Maze of Chi-square Test of Independence and Homogeneity, Test Involving Several Proportions, and Goodness-of-fit Test
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:

(<https://www.journalajpas.com/index.php/AJPAS/editorial-policy> )

### 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)
<b>Compulsory</b> REVISION comments		
<b>Minor</b> REVISION comments	It would be interesting to understand what other ways of learning are used. For example, you can first conduct a frontal survey on theory. In this case, the main facts and theorems are formulated. This is followed by an analysis of a typical problem that the teacher solves himself, but constantly asking students what the next action should be applied. Then the call of students to the board begins to solve similar problems with the help of a teacher, if necessary	
<b>Optional/General</b> comments	The work is a description of a certain system of teaching students on the example of the tasks of applying the chi-square test. The main idea is that students independently solve the tasks on the basis of theoretical information and knowledge. The role of the teacher is an assistant, consultant. It is assumed, apparently, that the theoretical information and analyzed examples have already been communicated to students. This technique is nothing new. Almost all classes on any topic are conducted by me in this way: it is believed that the theory is known, examples are given in the lecture course, and in practice it is proposed to solve problems; at the same time, the teacher walks along the rows and watches how this or that student solves the problem. If necessary, asks leading questions, suggests theoretical aspects of the problem. It would be interesting to compare the two approaches described.	

### PART 2:

	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)
Are there ethical issues in this manuscript?	(If yes, Kindly please write down the ethical issues here in details)	

### Reviewer Details:

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