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Designing a Mathematics Concepts Educational Package for Students with Mathematics Learning Disability in Sari City

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction provides a rich and conceptually grounded rationale, integrating cognitive, emotional, and contextual factors (e.g., math anxiety, teacher preparation, digital tools); however, the review sometimes feels broad and descriptive rather than critically synthesized, and it would benefit from a more explicit narrowing toward how these strands directly inform the specific design principles and components of the proposed educational package for Sari City.

The stated aim—"to design, formulate, and rigorously validate a comprehensive mathematics concepts educational package tailored specifically for elementary students with mathematics learning disabilities in Sari City"—is clear and well articulated, but the notion of "rigorous validation" is not operationalized; the manuscript should specify what type of validation (expert validation, pilot testing, psychometric evaluation, pre–post effectiveness) was undertaken and how rigor was ensured.

The integration of emotional and psychological components, particularly the explicit focus on reducing math anxiety through engineered success experiences, non-punitive feedback, and play-based learning, is innovative and aligns with contemporary socio-emotional perspectives in mathematics education; nonetheless, the theoretical framework for these choices (e.g., specific

models of anxiety, self-efficacy, or motivation) could be made more explicit, with clearer citations and a tighter link between theory and the chosen activities.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

While the conceptual design of the package is described in considerable detail with overarching themes, organizing themes, and basic themes (e.g., pattern and sequential thinking, real-world applications, reduction of math anxiety), the methodological description of the study design remains vague; the paper should clearly state whether the research is design-based, quasi-experimental, purely developmental, or mixed-methods, and describe the research phases accordingly.

The multi-domain structure of the package—cognitive (patterns, sequences), applied (daily life problem-solving, shopping simulations), and emotional (reducing math anxiety through safe environments and play)—is a major strength and shows educational sophistication, yet the link between these domains and specific, measurable learning outcomes is not sufficiently elaborated; it would be helpful to present explicit learning objectives and, if applicable, indicators used to evaluate progress in each domain.

Critical information about participants is currently under-reported: although the target population (elementary students with mathematics learning disability in Sari City) is named, the sample size, grade levels, age range, gender distribution, recruitment method, and diagnostic criteria for "mathematics learning disability" are either absent or insufficiently detailed; these details are essential for assessing the validity, representativeness, and generalizability of the study.

The manuscript frequently refers to validation of the package, but the procedures and evidence for this validation are not clearly presented; the authors should describe whether experts reviewed the content (and how many, from which disciplines, using which criteria), whether any inter-rater agreement or content validity indices were calculated, and whether any pilot implementation with students produced quantitative or qualitative outcome data.

From the available sections, it appears that no explicit "Results" section with empirical findings is reported, or at least not in a way that is clearly separated and labeled; if the package was empirically tested, the authors should provide detailed results (e.g., pre–post comparisons, statistical analyses, effect sizes, or thematic findings), and if no empirical testing was conducted, this limitation must be clearly stated and the article framed as a developmental/design study rather than an effectiveness evaluation.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.

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