There are currently 85 typeset pages in total in the CATS backlog. With regard to the accepted and exported content in the production backlog, here’s a summary of progress:

<table>
<thead>
<tr>
<th>CATS ID</th>
<th>TITLE</th>
<th>CORRESPONDING AUTHOR</th>
<th>PAGES</th>
<th>STATUS</th>
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</thead>
<tbody>
<tr>
<td>1555985</td>
<td>Continuous collaborative reflection sessions in a professional learning community: the development of grade 8 Natural Sciences teachers’ reflective practice.</td>
<td>Woolway</td>
<td>13</td>
<td>Published Online</td>
</tr>
<tr>
<td>1564496</td>
<td>An exploratory study on the understanding of the vector subspace concept</td>
<td>Mutambara</td>
<td>13</td>
<td>Published Online</td>
</tr>
<tr>
<td>1584973</td>
<td>Teachers' concerns with the implementation of practical work in the physical sciences Curriculum and Assessment Policy Statement in South Africa</td>
<td>Jita</td>
<td>13</td>
<td>Marked Pages Typesetting</td>
</tr>
<tr>
<td>1587248</td>
<td>Academic engagement of Eastern Cape Grade 8 township learners with depictive representations of simple electric circuits: A focus on low-achieving learners with limited science self-confidence</td>
<td>Simayi</td>
<td>12</td>
<td>Initial Typesetting</td>
</tr>
<tr>
<td>1587249</td>
<td>Enhancing Graphic Communication and Design Student Teachers’ Spatial Visualisation Skills Through 3D Solid Computer Modelling</td>
<td>Kok</td>
<td>12</td>
<td>Proofs Out</td>
</tr>
<tr>
<td>1589038</td>
<td>Number names: Do they count?</td>
<td>Mostert</td>
<td>11</td>
<td>Proofs Out</td>
</tr>
<tr>
<td>1593610</td>
<td>Assessing the effectiveness of using YouTube videos in teaching the chemistry of Group I and VII elements in a high school in Lesotho</td>
<td>Mokuku</td>
<td>11</td>
<td>Proofs Out</td>
</tr>
<tr>
<td>1598625</td>
<td>The influence of lecturers' expectations of students' role in meaning making on the nature of their powerpoint slides and the quality of students' note-making: a first-year Biology class context</td>
<td>Dukhan</td>
<td>No page numbers yet</td>
<td>In Production</td>
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<td></td>
<td>Changes in learners’ perspectives on the nature of mathematics after participating in a mentorship program</td>
<td>Ndlovu</td>
<td>No page numbers yet</td>
<td>Sent for exportation</td>
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<tr>
<td></td>
<td>Grade 9 Technology teachers’ explication of critical thinking and its enactment in the classroom</td>
<td>Kola</td>
<td>No page numbers yet</td>
<td>Sent for exportation</td>
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<tr>
<td></td>
<td>Rasch analysis of the South Africa’s Grade 6 Annual National Assessment</td>
<td>Machaba</td>
<td>No page numbers yet</td>
<td>Sent for exportation</td>
</tr>
</tbody>
</table>
Submissions

The popularity of submitting to AJRMSTE has increased compared to last year. 72 manuscripts have been submitted already (25 March 2019). This figure was reached only on 2nd May in 2018. If this trend is extrapolated, we may have around 250 submissions for this year, compared with 196 for 2018.

Updating Editorial Team and Board members – 11 Feb 2019

Information on the AJRMSTE website regarding the composition of the Editorial Team was adjusted. FL asked that the change also be implemented in the print version of the journal.

In addition the following changes were made to the list of the Editorial Board membership (both for the website and the print copies) as follows:

- for privacy purposes FL suggested we omit the email addresses for our Editorial Board members;
- Hikma Smida has changed her institution to: Universite de Carthage, Tunis, Tunisia;
- Marc de Vries has changed his institution to: Delft University of Technology, Netherlands.

Changing CiE roles – Fred Lubben and Busisiwe Alant

It was agreed that the papers currently assigned to each of us would stay assigned to us, until such time we feel otherwise.

Inclusive attitude towards reviewers

Sarah shared the following email from the CiE of Pythagoras and asked if we can’t copy their communication style:

Dear Sarah,

I kindly remind you of my request for you to review submission # 441 “Validation of a rational number cognition instrument using the Rasch model” for Pythagoras, our Mathematics Education research journal.

I really need your expertise on this topic, please? Please confirm that you will do the review, or cannot?

All the documents are available online, but I also attach them for your convenience …

Or click on this direct URL to take you to the online review page where you can confirm and access the manuscript and Review Form: Direct URL: https://pythagoras.org.za/index.php/pythagoras/reviewer/submission/1214?key=PcQuk3dn

We were hoping to have your review by 18 February ….

I look forward to hearing from you.

Kind regards
Alwyn Olivier
Pythagoras Editor-in-Chief
University of Stellenbosch
Cell: 083 292 4077
E-mail: editor@pythagoras.org.za
Homepage: https://pythagoras.org.za

At the moment reviewers are reminded after three weeks indicating that the review is expected the next week. It is very formal, and distant. The issue is that reviewers need to feel wanted and professionally
appreciated! The Editorial Team together with T&F agree that can use Alwyn's reminders as an example.

**Poorly edited manuscripts**

Poorly edited manuscripts remain a huge concern for me. Whose job is it to edit the MS before publication? FL has been gracious with his time in this regard, but I do not have the time. I feel we need to re-think our approach. A language editor should be appointed. This should be part of the budget for the journal.

**Development Initiatives of T&F**

Development Initiatives of T&F which may interest SAARMSTE members can be found on this page: [https://taylorandfrancis.com/about/corporate-responsibility/development-initiatives/](https://taylorandfrancis.com/about/corporate-responsibility/development-initiatives/)

AuthorAid is one of them and I will suggest it to those authors whose work has to be returned to them because of poor language editing.

“AuthorAid is an innovative author support and mentoring program coordinated by the International Network for the availability of Scientific Publications (INASP). It assists researchers in emerging countries to communicate their work more effectively. The goals are twofold: to increase the success rate of researchers in obtaining publication and, ultimately, to increase the visibility and influence of research undertaken in emerging regions”.


**Final version of the 2018 Annual Report for AJRMSTE**

2018 circulation totals still aren’t available. T&F’s plan is to update our 2018 report as soon as the circulation totals are available. According to Ella Reinders (RME-Africa), “there isn’t a set date for that info unfortunately – it always takes a few months into the following year to finalise circulation totals.”