**Cover Letter**

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Dear Editors,

I wish to submit an original research article entitled “**DEVELOPING PROBABILISTIC REASONING IN PRESERVICE TEACHERS: COMPARING THE LEARNER-CENTERED AND TEACHER-CENTERED APPROACHES OF TEACHING**” for consideration and publication. I confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

In this paper, we investigated how to develop preservice teachers’ probabilistic reasoning by comparing the learner-centered and teacher-centered approaches of teaching targeted at addressing probability misconceptions at college of education (a teacher training institution) in Ghana. We found that the learner-centered approach is more effective than the teacher-centered method, in developing pre-service teachers’ probabilistic reasoning. This is significant because despite the fact that some studies examined the learner-centered and teacher-centered methods of teaching, none seemed to have compared the two approaches in developing preservice teachers’ probabilistic reasoning, especially at the college of education level within the Ghanaian context.

We believe that this manuscript is appropriate for publication because it builds on the relevant literature to investigate how to develop pre-service teachers’ probabilistic reasoning at the college of education level, in line with the journal’s aims and scope, and I believe this will be of interest to you.

Research on probability on one hand, and the learner-centered and teacher-centered approaches on the other hand, abound. But it appears not much of the research is focused on how to develop preservice teachers’ probabilistic reasoning at the college of education level, particularly within an emerging economy context. Since the quality of teaching pre-service teachers receive has direct implications for the quality of educational outcomes, it is important to conduct this study. This quasi-experimental research therefore reports findings on how to develop pre-service teachers’ probabilistic reasoning at the college of education level in an emerging economy. We discovered that the learner-centered approach targeted at addressing misconceptions was more effective than the teacher-centered approach targeted at addressing misconceptions in developing pre-service teachers’ probabilistic reasoning. This study provides some useful insights on how to develop probabilistic reasoning among pre-service teachers.

We have no conflicts of interest to disclose as far as this study is concerned.

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Thank you for your consideration of this manuscript.

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**Evans Kofi Hokor** is a Tutor at the Department of Mathematics and ICT at St. Teresa's College of Education, Hohoe, Ghana. His research focuses on probabilistic reasoning, mathematical reasoning, statistical reasoning, critical thinking, statistics and probabilistic literacy, statistical inference, critical pedagogy and mathematics instruction.

**John Sedofia** is a Lecturer and counsellor at the Department of Teacher Education, University of Ghana, Accra, Ghana. John’s research interests include school/academic counselling, teacher education and development, teaching, learning.

Sincerely,

Evans Kofi Hokor