Two e-learning strategies based on metacognitive skills (individual/social) and their impact on developing cognitive achievement, developing digital storytelling skills, and self-regulation of learning among instructional technology students.

The current research aims to find the impact of using two e-learning strategies based on metacognitive skills (individual/social) and their impact on developing cognitive achievement, developing digital storytelling skills, and self-regulation of learning among instructional technology students. A combination of educational research methods was used, including descriptive and experimental approaches. The research sample consisted of (60) male and female students in the third level of the instructional technology specialist preparation program at the Faculty of Specific Education, Fayoum University, and they were randomly divided into two equal experimental groups. The first group studied through an e-learning strategy based on individual metacognitive skills, and the second group studied through an e-learning strategy based on social metacognitive skills, The e-learning environment was developed based on Al-Gazzar's (2014) instructional design model and reviewed design standards. An academic achievement test prepared to measure achievement, a product evaluation form for the development of digital storytelling skills, and a

measure of self−regulation for learning. The results indicated that there were statistically significant differences between the two groups in academic achievement, digital storytelling development skills, and self−regulation of learning in favor of the students of the second group, who were taught through an e−learning strategy based on social metacognitive skills.