

The Effectiveness of Thinking Aloud Strategy in Teaching Philosophy to Secondary Stage Students in their Achievement, Development of Meta-Cognitive Skills, Spiritual Intelligence, and Attitudes towards the Strategy

Author: Dr. Amal Gomaa Abdel Fatah- Assistant Professor of curriculum and philosophy and sociology instruction- faculty of Education-Fayoum University

Abstract

The problem of the current study is that there are some shortcomings in the traditional methods used in teaching philosophy. These traditional methods transformed it into disconnected useless pieces of information, which led students to hate studying philosophy. The use of traditional methods also prevented philosophy from achieving its educational goals, led to weaknesses in students' meta-cognitive skills and spiritual intelligence, and urged them to focus on studying by heart and memorizing information to get high marks, and neglect spiritual domains and meta-cognitive skills while studying.

So, the aim of the current study is to investigate the meta-cognitive and spiritual intelligence skills appropriate for secondary stage students, and to find out the effectiveness of using thinking aloud strategy in teaching philosophy to first year secondary students in their achievement, the development of meta-cognitive skills, spiritual intelligence, and attitudes towards the strategy. Results of the study showed that there are statistically significant differences at 0.01 level, between means of scores of the control and experimental groups in the post administration of the achievement test,

the meta-cognitive skills scale, the spiritual intelligence scale and the attitudes towards the strategy scale, in favor of the experimental group. Results of the study also showed that there are statistically significant differences at 0.01 level, between means of scores of experimental group in the pre and post administration of the achievement test, the meta-cognitive skills scale, the spiritual intelligence scale and the attitudes towards the strategy scale, in favor of the post administration. These results indicate the effectiveness of the thinking aloud strategy in enhancing first year secondary students' achievement, meta-cognitive thinking skills, spiritual intelligence skills, and their attitudes towards the strategy.