

The Effect of Using Self-Regulated Learning Strategies for Developing Secondary Stage Students' Geometrical Proof Skills

Abstract

This research aimed at investigating the effect of the use of self-regulated learning strategies for developing secondary stage students' geometrical proof skills. This research relied on the descriptive approach, was used to survey the previous studies which are related to the study variables and its hypotheses, and help with designing its tools, and then building theoretical framework, and the experimental approach which the sample of the study included two groups, one experimental involved "32" students who studied "Geometric and Measurement" unit, which is introduced to second year secondary school students "scientific section", using the self-regulated learning strategies, and the other is the control group involved "34" students studied the same unit using traditional strategies, and the research revealed the development of the geometrical proof skills for the study sample also the students who studied using self-regulated learning strategies, outperformed who studied using traditional strategies regarding the aforementioned variables.