

The impact of meta-cognitive teaching strategy in improvement of the reflective thinking skills

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Summary

The study aimed to build-up a meta-cognitive teaching strategy, in Islamic Education, and to measure its effect on improvement of the reflective thinking skills among 8th grade students in Jordan.

The study sample consisted of control group including (31) students, and experimental group including (30) students, using a questionnaire to measure the reflective thinking skills among students, consisting of (36) paragraphs, distributing over four fields.

The results of the study indicated on significant effect of the meta-cognitive teaching strategy, in the improvement reflective thinking skills, in favor of experimental group students, in comparison with control group students.

Key words: meta-cognitive teaching strategy, reflective thinking, Islamic education.