



## Evaluation of the effectiveness of teaching metacognitive strategies by storytelling method on improving students' courage

Parisima Hoseinzadeh<sup>1</sup>

1-Master of General Psychology, Faculty of Humanities, Caspian Institute of Higher Education, Mahmoudabad, Iran

### Abstract

The purpose of this study is to investigate the effectiveness of teaching metacognitive strategies by storytelling method on improving the courage of sixth grade students in Nowshahr. The research method was quasi-experimental and the statistical population included all sixth grade students in girls' schools in Nowshahr in the academic year 2020-21. The statistical sample consisted of 50 subjects who were selected by random sampling method and were placed in two experimental and control groups. To determine the level of students' assertiveness, Gambrill and Ritchie (1975) Assertiveness Questionnaire was used as a data collection tool, which reported a validity coefficient of 0.39 to 0.70 and a reliability of 0.86. First, the subjects of both groups were pre-tested and then the experimental group participated in 10 sessions (90 minutes) of teaching metacognitive strategies by storytelling method. Subjects were retested after the sessions. Analysis of covariance using SPSS21 software was used to analyze the data. According to the research results, it can be concluded that teaching metacognition strategy with storytelling method has a significant effect on improving the courage of sixth grade students in Nowshahr, so it can be predicted that the generalization of this training can have a positive effect on other aspects of life.

**Keywords:** Metacognitive strategies, Storytelling, Courage, Student, School



## Introduction

The education system is one of the important social institutions that is responsible for socializing and adapting individuals at different levels of society. Education, on the one hand, helps to develop the talents and increase the abilities and capabilities of individuals, and on the other hand, serves the social system and always seeks new educational approaches that make students responsible, adaptable and Reducing disciplinary problems in schools and classrooms helps to take a big step towards achieving the goals of education. Classrooms are social environments that are organized to facilitate learning in learners. Undoubtedly, providing a suitable classroom atmosphere is a requirement of the teaching-learning process.[<sup>1</sup>] One of the important skills in human relations is the skill of assertiveness or assertive behavior.[<sup>2</sup>] Social and emotional learning has often been an umbrella for a wide range of abilities, from emotional intelligence to social competence to self-regulation. These skills are developed in a complex set of activities from birth to adulthood, influenced by different situations, and shape performance.[<sup>3</sup>] Boldness causes a person to pay attention to the rights and tastes of others by insisting on his rational desires and engaging in oppositional behavior in defense of the desires, and to refrain from violating the rights of others. Slow.[<sup>4</sup>] People who do not have the courage to stand up for their rights in society. Indecisiveness means passive, remorseful, cowardly, in other words, indecisiveness means not caring about one's own needs and desires and accepting the demands of others, even if this desire is to the detriment of the individual.[<sup>5</sup>]

According to Mazlumin et al. (2017), courageous people have close relationships with others, do not allow others to abuse them, and think without feeling guilty, stressed, anxious, or violating the rights of others. They can express different negatives and positives.[<sup>6</sup>] People with poor expression skills cause a lot of problems for themselves and others, so children need to learn the right way to live and use them in their relationships.

Metacognition can be divided into three areas: metacognitive knowledge, metacognitive experiences, and metacognitive strategies. Metacognitive knowledge refers to the beliefs and theories that people have about their thinking; metacognitive experience refers to specific assessments and feelings that also involve people about their state of mind. Metacognitive strategies are the answers that people use to control and change their thinking and emotional and cognitive regulation.[<sup>7</sup>]

Abedi et al. (2013) stated in their research; Learning strategies including cognitive and metacognitive strategies have been used as a natural tool to bring about the desired changes and the application of these strategies can lead to academic engagement, vitality, emotional, constructive, creativity, intellectual maturity and social self-responsibility in Provide students and at the same time strengthen their sense of self-confidence in learning so that they can lead learning with maximum energy through themselves and with the participation of other students, form active groups and consciously complete all classroom learning processes To be monitored.[<sup>8</sup>]

To date, most interventions to develop social and emotional learning and create a positive school culture have focused exclusively on students.[<sup>9</sup>]

Utilizing the art of creative storytelling can be a reciprocal and reciprocal relationship between the storyteller and the listener. Transmits itself to the listeners in a new way.[<sup>10</sup>] Storytelling by saying the desired keywords mixed with the stories or creating opportunities for children to make decisions using unfinished stories causes students to discuss and explore the mind. Also, discussing and exchanging opinions about this, listening to the opinions of other students, teaches students a new and fresh perspective. The feedback that students receive by expressing their opinions subconsciously directs students' thinking. Storytelling allows students to use their abilities freely. The mentioned characteristics have caused this method of teaching to be studied in this research.

## Definition of research terms

Metacognition strategy with storytelling method

Operational definition: These are the scores that the subject obtains from answering the questions of Patterson (2005) Servant Leadership Questionnaire. Expresses metacognitive strategies using storytelling



method and helps to learn strategies. Metacognitive strategies are clearly included in the story and additional reflection questions for metacognitive activities are posed in the text. The child should enjoy and learn from stories, regardless of the skill of the narrator and narrator.

Conceptual definition: In this study, the purpose of teaching metacognition strategies through storytelling is that young learners were exposed to stories about learning skills, and they learn from how they think and act in the face of real learning activities. 3 Metacognitive strategy in learning directs stories. Adolescents reflect on their metacognitive experiences and what they learn about being metacognitive. Students see the reflection of their learning in stories. [11] By observing the students' performance and completing stories in this regard and expressing opinions, the level of access to metacognitive strategies was examined.

Courage

Operational definition: Courage refers to the score that subjects obtain by completing the Gambrill and Ritchie audacity test.

Conceptual definition: lameness and aggression consider the skill of assertiveness, including taking one's right and the tool of one's thoughts, feelings and beliefs, in a proper, direct and honest way, so that we do not violate the rights of others. [12]

### **Theoretical foundations of research**

#### **psychology of human behavior**

Cognitive psychology as one of the sub-branches of cognitive sciences tries to explain the functions of the brain based on the findings of cognitive sciences and cognitive education intends to experience the cognitive approach in the field of education. [13] "Cognition refers to the processes by which people learn, think, and remember," says Seifert (1991) (quoting Seif, 2009). Cognition means knowing, and gaining knowledge about the universe means knowing the universe.

#### **Metacognition**

Originally studied for its development in young children [14], researchers soon began to study how metacognitive thinking is displayed by professionals and how to teach these thought processes to novices to improve their learning. One of the three main findings of this work is the effect of a "metacognitive" approach to education. [15] Knowledge is a way of learning, in fact, metacognition is a kind of cognition that monitors cognitive processes, enabling one to increase one's knowledge and performance, while their metacognitive skills guide and optimize performance and The application of knowledge helps in new situations, so metacognition is necessary for cognition to be effective. [16]

Metacognition refers to a person's knowledge of a person's cognitive processes or anything related to them, for example, the characteristics of learning information or data. For example, if I find that I have more difficulty learning A than B, I am involved in metacognition. If it was shocking to me, I should check it before actually accepting C. [17]

We propose three different types of metacognitive theory: (a) implicit, (b) explicit but informal, and (c) explicit and formal. From now on, we refer to these as implicit, informal, and formal metacognitive theories. Implicit theories. Implicit theories are those that have been obtained or constructed without any explicit knowledge of having a theory. Kardock and Leggett (1988) argue that young children have "implicit" theories about the nature of intelligence, which in turn influences their behavior in the classroom. An incremental theory in this context is a theory in which the child believes that intelligence is flexible and changes through other or automated processes. Given the two criteria presented above, it can be argued that the child's implicit beliefs about intelligence form a theory because they allow the child to combine observations about the nature of intelligence and make predictions based on these observations. It implies that many children do not automatically report having an "intelligence theory" even if they express ideas consistent with such a theory.

#### **Metacognitive strategies**

Metacognitive strategies are referred to as a set of planning, control, monitoring and ordering strategies. Metacognitive strategies are techniques taught to students to control their learning processes, and to guide





their mental processes in thinking, learning, and remembering. These skills can be learned and taught by teachers and students.[<sup>18</sup>]

**Planning:** Planning strategies include setting goals for learning and study, predicting the time needed to study, determining the appropriate speed of study, analyzing how to approach the learning topic, and selecting useful learning strategies.[<sup>19</sup>]

**Control and supervision:** Control and supervision means the learner evaluates his / her work to be aware of how he / she is progressing and to monitor and guide it. These include monitoring attention when reading a text, asking questions while reading, and controlling the time and speed of reading.

"One of the characteristics of successful learners is the ability to refine their ineffective cognitive strategies or replace them with effective cognitive strategies," said Demboff (1994).[<sup>20</sup>] Regulatory strategies work in tandem with control and monitoring strategies. That is, when the learner learns through control and more or less ineffective or ineffective learning strategy, he immediately adjusts his speed or chooses a more effective strategy.

### **History of storytelling**

Storytelling is a vivid description of ideas, beliefs, personal experiences, and life lessons through stories or narratives that evoke powerful emotions and insights.[<sup>21</sup>] Slowly and over time, the wise man began the process of transmitting knowledge by connecting sounds together to represent ideas, which eventually became language. People used this language to transfer knowledge to each other, which eventually became a story. With the evolution of humanity, in 700 BC in Mesopotamia, the epic of Gilgamesh became the first printed story and is known as the first great work of literature. Over the years, the customs of storytelling evolved and in the 1980s became popular in the form of philosophical narratives. This phenomenon spread to economics, cognitive psychology and anthropology. As a result of this emerging paradigm, some organizational leaders began to listen to the storytellers' arguments and decided to incorporate storytelling into their fields. As a result, storytelling has become the norm in management and the organization.

Teaching through storytelling dates back to thousands of years ago. According to Coulter, Michael, and Poiner (2007) and Sanchez (2005), storytelling is much more than casual entertainment on campus. Instead, storytelling is a tool that helps students understand the world around them. Storytelling enables students to visualize themselves in similar situations to the characters in the story and to see the relevance of the concepts. Harris (2007) thinks that stories allow us to see similarities in our experiences even when we are divided by cultural differences. In addition, stories make learning more fun and help students memorize relevant material.[<sup>22</sup>]

### **Storytelling theories**

**Neuroscience:** Neurologist Paul McLean suggested that the human brain is made up of three different brains. McLean likens these three brains to three interconnected biological computers, each with its own specialized intelligence, mind, sense of time and place, and memory. The three parts of the brain are the reptile brain, the limbic system, and the neocortex. Studies show that storytelling is related to how the brain works because it works with the emotional part of the brain. According to Johnson and Taylor (2006), quoting Bunds (2016), "the brain is a social organ that is inherently designed to learn through shared experiences." A story is about information and self-esteem and when it is told, it is transmitted to the whole brain. These transmitted stories are processed in the left and right hemispheres of the brain, attaching to the neocortex in Paul McLean's Triple Brain Neuroscience.[<sup>23</sup>]

**Freud:** Freud (1957) argued that the mind is divided into three parts. The first is the institution, where biological impulses, stimuli, or instincts come from. This is the conscious part of the brain. The second part is the ego, which uses logic, memory, and judgment to meet the needs of the institution. The last part is the superego, which focuses on the rules and restrictions of society and reminds itself of them. The ego and the superego are unconscious. When stories are told, certain desires, feelings, and emotions that may arise from a conscious entity are blocked by the subconscious super ego. This activity of emotions is aligned with the limbic system, thus creating synapses that can be maintained.[<sup>24</sup>]

**Stimulating Memories:** Setting up



memories is linked to learner experiences in Malcolm Knowles's theory of adult learning. Schematic construction occurs when stories are told. Schema construction occurs when stories are told. In interacting with the elements, the learner processes both what he or she is taught and his or her expertise based on what the story, experience, or emotion is remembered and evoked. These emotions create visual memories and reinforce reminders. As a result of this reminder, stories allow the listener to see themselves in a story and relate to the experience, which is more powerful than presenting statistics alone. These other experiences help people relate to their own experiences and to the concept of the role of Malcolm Knowles' learning experience. [٢٥]

### **Teaching metacognition strategy with storytelling method**

Stories are a good way to achieve the purpose of training. To convey a set of complex scientific concepts to the audience without limiting the age of the learner, the educational subject with the level of learning, their application. [٢٦] In this study, the purpose of teaching metacognition strategies by storytelling method is that young learners were exposed to stories about learning that are presented by learners like themselves and are modeled on how they think and act in the face of real learning activities. . The goal was to use the vocabulary, strategy, and self-awareness that we wanted learners to use in their thinking and understanding of learning. These elements were explicitly incorporated into the context of a fun story that learners could read and ponder in and out of the classroom, without dependence on a highly trained teacher or parent. 3 Metacognitive strategies in learning give direction to stories. The structure of the interventions is not like a regular textbook with a set of real sessions about learning, but as a story about a skilled student learning. Stories are written with the voices of young learners like themselves, reflecting on their metacognitive experiences and what they are learning about being metacognitive. Thus, students also see the reflection of their learning in stories. [٢٧] Educational interventions are not like a textbook with a set of real sessions about learning, but like a story about a skilled learner. Metacognitive strategies are clearly included in the story and additional reflection questions for metacognitive activities are posed in the text. The child should enjoy and learn from stories, regardless of the skill of the narrator and narrator. Stories have characters who learn how to learn on their own, using metacognitive strategies to solve story problems and challenges. Each story depicts activities and issues that help to develop children's thinking about thinking and learning, and each session (story) focuses on a main theme and one of the strategies. Explicitly provide tools and terms / words for learners to (verbally) explain their thinking and learning process . [٢٨]



## Courage

Courage does not have to be a big deal, it can be as much as raising your hand to ask a question. Sometimes courage is silent, meaning it is not always the end of the applause. It is essential for teachers and parents to encourage, identify and celebrate students when they show courage, as they may not realize they are doing so. Students should also learn how to express their opinions and disagree with others with respect, which can help you when the time comes for them to stick to what they believe.

Boldness is a response that seeks a proper balance between passivity and aggression, and bold behavior is an interpersonal behavior that involves honestly and relatively frankly expressing thoughts and feelings in a way that is socially appropriate and the feelings and comfort of others. It should be considered that in general, courage can be considered the ability to honestly express opinions, feelings and attitudes without feeling anxious.[۳۹]

Assertiveness or bold behavior is an important social skill that enables a person to achieve his or her interests without feeling stressed or anxious, and to express his or her true feelings easily, without trying to infringe on the rights of others.[۳۰] The importance of assertiveness and interpersonal relationships in school becomes more apparent, as students in this period build a large part of their self-concept based on the quality of social relationships with their peers.

Courage training is effective in improving social modeling skills in the community of normal adolescents and shy adolescents, correcting adolescent aggressive behavior, avoiding alcohol and tobacco use and other drugs in adults. Skin (2003) described assertion as "a social skill for personal well-being." Kresgaard, Roberson, and Rimf (1998) reported that acquiring the skill of assertiveness enhances personal relationships and interactions between individuals. Courage training can improve individual social skills and emotional health. Weiri (2004) sees assertiveness training as a process of learning to stand up for one's rights and deal with assertiveness, not passivity or aggression.



### Research history

Esmaili (2010) in relation to teaching social skills by group behavioral methodology in increasing self-esteem and courage of girls with addicted parents conducted a study that concluded that after the implementation of the treatment program, the level of courage and self-esteem of the subjects increased. had.

Ahadi et al. (2012) conducted a study to investigate the effect of teaching the metacognitive components of assertiveness on fluidity, flexibility, initiative and expansion on 100 randomly selected students. And the results showed that teaching emotion and courage with a regular educational program increases the level of fluid components, initiative, and expansion in students.

Radbakhsh, Mohammadifar, Kian Arsi (2013) In a study on the effectiveness of play and storytelling on increasing the improvement of students' emotional self-regulation and courage showed that the use of play and storytelling methods, by removing barriers to creativity, Calmness and helping to solve problems with a fun and entertaining process increase students' excitement and courage. For this reason, students who attend play and storytelling sessions are more successful in finding original and new solutions to problems. In a 2015 study by Asogen, Swart, and Oswald concluded that story-based intervention was helpful in increasing learners' self-awareness, awareness of metacognition strategies, and their ability to understand content learning. The results also show that the socio-economic context, and especially the low level of literacy, can affect the development of metacognition and the effectiveness of a story-based intervention.

Kabiri et al. (2017) examined the effect of a philosophy program for children on students' courage and interpersonal relationships. The results of their research showed that by teaching philosophy to children, their communication skills have improved and their assertiveness and interpersonal relationships have changed.

In 1398, valuable research has been conducted to investigate storytelling and its effects on students. Nazaripour concluded that there is a significant relationship between storytelling and different aspects of child development. Gol Golnia, Mousavi studied the effect of storytelling on children's mental health with an emphasis on increasing their self-esteem. As a result of this research, it has created vitality and self-confidence in the child, which in turn will increase his self-esteem as a result of improving the student's mental health. Akbari Nodehi, in his research, concluded that storytelling is effective in improving children's social skills. Masoumi in a study aimed at investigating the activity of storytelling in raising the level of social and life skills among members of the centers of intellectual development of children and adolescents and the level of content attention to social skills and life with storytelling and selecting different stories with methods and styles Used in communicating with the audience during the storytelling performance and to what extent the storytelling activity can improve social skills among the members of the "Children and Adolescents" Center. The approach of this comparative study is analytical and qualitative.

### Research goal

The purpose of this research is to test the effectiveness of teaching metacognitive strategies by storytelling method on improving the courage of sixth grade students in Nowshahr.

### Research hypothesis

The hypothesis of this research is as follows:

Teaching metacognition strategy with storytelling method has a significant effect on improving the courage of sixth grade students in Nowshahr.

### Research method

The method of the present study is quasi-experimental and is a pre-test, two-group post-test design. The statistical population of the present study consists of sixth grade female students in Nowshahr city in the academic year ۲۰۲۰-۲۱ in Nowshahr city schools, whose number is 853 people. The present study population includes all sixth grade urban girls in Nowshahr who were given the Gambrill and Ritchie (1975) Courage Questionnaire, which were selected based on the cut-off point of 90 people, of whom 50 were selected by Simple random sampling was selected and divided into two groups at random.



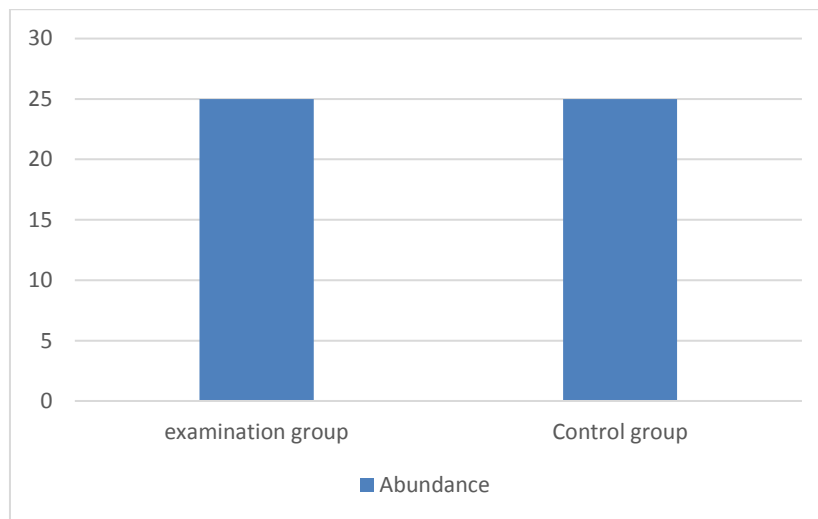


The validity coefficient of this test was Gambril and Ritchie 0.39 to 0.70 and its reliability was 0.87 for the degree of discomfort (the amount and severity of discomfort when faced with these situations) and 0.86 for the probability of response (the probability of occurrence). Position for the individual) reported. Descriptive statistics methods such as mean and standard deviation will be used to analyze the data and inferential statistics such as analysis of covariance will be used to test the hypotheses. Data analysis is performed using SPSS21 statistical program.

### Research information Individual characteristics

**Table (1) Frequency distribution of sample size by group**

| Statistical index \ Group | Group   |             |       |
|---------------------------|---------|-------------|-------|
|                           | Control | Examination | Total |
| Abundance                 | 25      | 25          | 50    |
| Frequency                 | 50      | 50          | 100   |



**Figure (1) Column diagram of the sample size distribution frequency by group**

### Descriptive findings of research variables

Descriptive statistics of research variables are listed in Table 2:

**Table (2) Descriptive indicators of research variables before and after teaching metacognition strategy by storytelling method**

| Variable | Group       | Average before intervention |                    | Mean after intervention |                    |
|----------|-------------|-----------------------------|--------------------|-------------------------|--------------------|
|          |             | Average                     | Standard deviation | Average                 | Standard deviation |
| Courage  | Examination | 35.92                       | 1.82               | 41.96                   | 2.16               |



A/



|  |         |    |      |       |      |
|--|---------|----|------|-------|------|
|  | Control | 35 | 2.67 | 35.04 | 2.76 |
|--|---------|----|------|-------|------|



### Research hypothesis test

Teaching metacognition strategy with storytelling method has a significant effect on improving the courage of sixth grade students in Nowshahr.

According to Table 3, post-test analysis of covariance of variable scores of boldness after pre-test adjustment shows that by removing the effect of pre-test scores, the effect of intervention on post-test score is significant. ( $\text{Eta}=0.73$ ,  $P=0.001$ ,  $F(1,46)=128.12$ ) indicates that there is a difference between the two groups. (Significance level is smaller than the default value of 0.05). In other words, there is a significant difference between the audacity post-test of the experimental group and the control group. The effect size of 0.73 indicates that 73% of the improvement in the scores of the experimental group students in assertiveness can be attributed to the effect of teaching metacognition strategy by storytelling method. It is related to teaching metacognition strategy through storytelling method. Therefore, according to the results, it can be said that: teaching metacognition strategy by storytelling method has a significant effect on improving the courage of sixth grade students in Nowshahr.

**Table (3) Table of adjusted averages of assertiveness of research groups with standard error and high and low limit in post-test**

| Variable | Group       |             | Mean difference | The standard error | Significance level | Low limit level | High limit level |
|----------|-------------|-------------|-----------------|--------------------|--------------------|-----------------|------------------|
| Courage  | Examination | Control     | 7.23            | 1.00               | 0.001              | 5.12            | 9.33             |
|          | Control     | Examination | -7.23           | 1.00               | 0.001              | -9.33           | -5.12            |

### Results Discussion

The results showed that the effectiveness of metacognition strategy training with storytelling method on improving the courage of sixth grade students in Nowshahr is confirmed.

Today, one of the most important concerns of families is to establish a healthy social relationship with others and to acquire the necessary skills by their children. Since one of the main foundations of mental health and psychological well-being is having good social relationships, defects in these relationships are likely to cause problems. On the other hand, man is a social being, being in a group and having a proper and effective relationship with other people is inevitable for him. [31]

One of the most important skills in social relationships is the ability to manage your emotions and be bold. Emotional self-regulation means those who know and regulate their emotions well and understand the emotions of others are successful and efficient in various areas of life. The ability to self-regulate emotion is an important trait that a person should have. The goal of emotional self-regulation is not just to suppress unpleasant emotions, but also to always express one's emotions in a calm situation. Courage is also one of the most important social skills in the process of which a person expresses his desires and thoughts in a desirable way and with regard to maintaining the privacy and rights of other people. In fact, in the process of daring, one demands respect for the rights of others. Metacognitive strategies include control, planning and regulation methods that are applied in everyday life. Teaching metacognitive strategies should facilitate attention, motivation, learning, memory, and comprehension, as well as help solve some learning problems. [32] Thus, in terms of their innovative and educational nature, metacognition appears to many as an essential component of learning. Some researchers, such as Noel, Rominville, and Wolf (1995), even suggest that schools become centers for the development of metacognition, where students are trained to be aware of their own learning processes and to master those businesses. [33] The main role of metacognitive strategies in problem solving and learning has important applications in education.



Therefore, in this study, the purpose of this study was to evaluate the effectiveness of teaching metacognitive strategies by storytelling method on improving emotional self-regulation and courage of sixth grade students, which was done by descriptive-survey method. The results of this study showed that; Teaching metacognitive strategies through storytelling has an effect on improving students' emotional self-regulation and courage. Also, the effect of intervention on the components of emotional self-regulation and assertiveness (73%) is predictable.

#### **Suggestions arising from the research**

Based on the research findings and based on the obtained results, it seems that he presented the following recommendations and suggestions:

Considering the relationship between teaching metacognition strategy and storytelling method on improving the courage of the mentioned students, it is suggested to use this method to institutionalize self-knowledge skills such as self-love and self-esteem in students. It is also suggested for future research to study the effectiveness of teaching metacognitive strategies through storytelling to improve anger management.



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