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**Students' self-regulated learning strategies in traditional and non-traditional classroom: a comparative study.**

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Summary: This study used a posttest control group design and to find out differences between students' self-regulated learning strategies in traditional and non-traditional classroom. To this end, 131 first year university students within the experimental and control groups took part in the study. While ICT-based approach was used as the main medium of instruction in the experimental group, in the control group the paper-based traditional method was used. A survey adapted from the first author [The structural relationships among Mongolian students' attitudes toward mathematics, motivational beliefs, self-regulated learning strategies, and mathematics achievement. Jeonju, Jeonbuk: Chonbuk National University (Diss.) (2013)] was used to gather the data. The results of the study indicated a significant difference between the control and experimental groups in regard with their self-regulated learning. That is to say, the experimental group taught through ICT tools acquired higher levels of self-regulation as compared with the control group instructed through the traditional teaching method.

*Classification:* C30 D40

*Keywords:* self-regulated learning; cognitive learning strategies; metacognitive learning strategies; time and resource management; traditional and nontraditional classroom