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The Level of Self-Organized Learning among Middle East University Students in Jordan

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Abstract: Self-organized learning is an active structure process through which creative skills can be developed among the students of the various stages, it helps to train them to formulate ideas and express feelings well. So, this study aimed at investigating the level of self-regulated learning components among university students, and whether these components differ according to the student's gender and academic level. The sample of the study consisted of (331) male and female undergraduate students from Middle East University. To achieve the aims of the study, Ahmad's (2007) self-regulated learning scale was used. The results of the study revealed that the students' level of self-regulated skills on the rehearsing and memorizing component was high, whereas the level of the rest of the components was moderate, where male students scored significantly higher than female students on the goal setting and planning component. The results also revealed that there were no statistically significant differences in self- regulated learning and academic level. The study recommended more studies that address the effect of using self-organized learning strategies on academic attitudes and academic achievement.

Keywords: Self-organized Learning, Academic level, Middle East University students.

مستوى التعلم المنظم ذاتياً لدى طلبة جامعة الشرق الأوسط في الأردن

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المستخلص: التعلم المنظم ذاتيًا هو عملية بنائية نشطة يمكن من خلالها تطوير المهارات الإبداعية بين الطلاب في المراحل المختلفة، فهي تساعد في تدريبهم على صياغة الأفكار والتعبير عن المشاعر بشكل جيد. لذلك هدفت هذه الدراسة إلى التعرف على مستوى مكونات التعلم الذاتي التنظيم لدى طلاب الجامعة، وما إذا كانت هذه المكونات تختلف باختلاف جنس الطالب ومستواه الأكاديمي. تكونت عينة الدراسة من (331) طالب وطالبة من جامعة الشرق الأوسط. لتحقيق أهداف الدراسة، تم استخدام مقياس التعلم الذاتي التنظيم أحمد (2007). أظهرت نتائج الدراسة أن مستوى مهارات التنظيم الذاتي لدى الطلاب في عنصر التمرين والحفظ كان مرتفعًا، بينما كان مستوى باقي المكونات متوسطًا، حيث سجل الطلاب الذكور درجات أعلى بكثير من الطالبات في تحديد الأهداف. ومكون التخطيط. كما أوضحت النتائج عدم وجود فروق ذات دلالة إحصائية في التعلم المنظم ذاتيًا والمستوى الأكاديمي. أوصت الدراسة بمزيد من الدراسات التي تتناول تأثير استخدام استراتيجيات التعلم الذاتي على المواقف الأكاديمية والتحصيل الأكاديمي.

الكلمات المفتاحية: التعلم المنظم ذاتياً، المستوى الأكاديمي، طلاب جامعة الشرق الأوسط.

Introduction.

The current era is characterized as the era of cognitive and technological progress. The rapid development of knowledge and the increase in the number of people coming to learn have imposed on educational institutions to work on developing the educational process to keep pace with the changes resulting from these developments, and to reconsider the educational methods that fit this situation.

Preparing the learner who is able to play a positive role in the learning and teaching process requires educational scientists to search for learning strategies that help the learner to create meaning for what he learns, and he does not expect the teacher to provide him with ready-made solutions to the educational problems he faces; Therefore, they put forward many scenarios, including self-organized learning, because it focuses on the personality of the learner as an active participant in the learning process (Al-Radadi, 2019).

Zimmerman (1989) defined self-organized learning as a cognitive mental process, an organization in which the learner is an active participant in the learning process until his learning goal is achieved.

Self-regulated learning is one of the most important topics touched upon by specialists in educational psychology at the present time, and the importance of self-organized learning lies in the type of student that seeks to form, as the self-organized learner has the ability to monitor his performance, identify and implement appropriate strategies and is motivated towards learning for the sake of learning, the process of self-regulation to acquire knowledge, skill, and problem solving is not only a characteristic of effective learning, but also constitutes at the same time and in itself is a fundamental goal of the long-term learning process, motivational, affective, and behavioral control (Aljarrah, 2010).

Therefore, this study came to reveal the level of self-organized learning among students of the Middle East University and its relationship to some variables.

Study Problem and Questions:

Spontaneous education is no longer effective as the only means of obtaining information, especially since there are many students who suffer from poor organization in their knowledge and lack of desire to obtain information from various sources other than the prescribed references by the teacher, and the lack of organization of the time required for study. Students exchange visits or watch TV, at the expense of study time. Some also suffer from the inability to choose the appropriate place to study; some of them study in open and disturbing places and there are many distractions that do not help to focus and the inability to self-assess to know their progress in the study, and what they need from either the teacher or the friend. Others find it difficult to organize the records while taking notes and lectures, which leads to a distraction in their minds when reviewing these records at the time of the exam and preparing for the assignment.

Hence this study came to identify the extent to which students use self-organizing learning strategies in obtaining knowledge and information related to academic subjects, whether through lectures or from prescribed textbooks.

The questions of the study are: -

1- What is the level of self-organizing learning components for Middle East University students?
2- Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of student responses at Middle East University on the dimensions of self-organized learning attributed to the student's gender and academic level, and the interaction between them?

Study Objectives:

The study aims to achieve the following goals:

1- Knowing the extent to which students use self-organized learning strategies to obtain knowledge and information among Middle East University students.
2- Disclosing the differences between the averages of student responses at Middle East University on the dimensions of self-organized learning attributed to the gender and academic level, and the interaction between them.

Study Importance.

Theoretical importance:

The study approves drawing the attention of those in charge of university education to the importance of self-organized learning that builds on cognitive and motivational research to reveal how students choose academic goals, how they choose problem-solving strategies, and adjust their plans and efforts according to their success. In addition, carrying out studies in this field can contribute to raising the awareness of learners and teachers in employing the available environmental capabilities, educational methods and multiple activities to increase students' motivation to enhance their own knowledge, their knowledge of self-organized learning strategies and their impact on achievement.

Practical importance:

The necessity of preparing instructional and educational programs that help learners to develop their knowledge by using self-organized learning strategies, and prepare measurements and applying them to other samples.

Conceptual and Procedural Term:

Self-organized learning: is the ability to develop skills, knowledge, and attitudes that support and facilitate future learning, and that are abstracted from specific academic content to be applied to other educational situations (Al-Radadi, 2019).

It is defined procedurally as the degree obtained by the student on the scale that was used in this study.

Theoretical Framework.

Self-organized learning was common in the eighties of the last century, when researchers interested in academic self-learning began to study the processes that students use to start and direct their efforts to acquire skill and knowledge, and a trend emerged that focuses on cognitive strategies namely attention, perception, long-term and short-term memory, language acquisition and their production, mental trial, decision-making, problem-solving and intelligence, and metacognitive strategies (Qaisy, 2004). Sofie, Joshua & Remy (2008) consider self-organized learning an effort that students make to deepen the free association network of thinking and address it in areas of content while monitoring and improving that deep process. Corno's view comes from selecting an appropriate cognitive strategy and applying it in an appropriate study activity and maintaining it through conscious and planned control and operations, which are called metacognition processes, and these processes are considered by Kohl as cognitive processes synonymous with self-organized learning. Kohl assumes that there are constraining factors for self-organized learning which are: - goals or inclinations (and they represent external pressure on the learner), social distractions (representing alternative activities that may be coming from comrades) and the current state of student orientation (such as his tendency to focus on past performance, or performance-related anxiety, Or the learning task itself) and the perceived ability of students to implement (Mahfouz, 1992).

As for Zimmerman (1989), it is considered that self-organized learning is the effective participation of students in their motivational and behavioral learning process, by using cognitive and metacognitive processes to direct their efforts toward acquiring information and skills. He also mentioned three categories that define self-organized learning:

1- Self-personal effects: It includes students' knowledge of how to use effective strategies, and information knowledge that expresses possession of information and facts. In addition to that, the metaphysical processes related to the goals, such as: setting sub-goals with an appropriate level of difficulty to achieve them. Personal effects also include the emotional side, represented in perceptions of self-efficacy and emotional aspects of students.

2- Behavioral influences: These include self-observation, self-evaluation, and self-reaction. Self-observation includes students monitoring the organization of their performance as it provides them

with information about their progress towards goals, while self-evaluation is the responses of students regularly compared to their performance with a specific goal or standard, and self-reaction means the self-response towards its behavioral, environmental or personal performance.

3- Environmental Effects: This reflects the interest in social and physical expertise.

Components of Self-Organized Learning:

Self-organized learning includes a number of components (Lucy, William & Valerie, 2010):

First:- Acquisition and transfer operations: There are five processes that many researchers considered necessary and sufficient to define the concept of self-organized learning, and the five elements are organized into two groups: the first one is a group of information acquisition operations, and includes vigilance in receiving and tracking information; while the second group includes doing monitoring and conducting operations transformational selection, connectivity, and planning.

Secondly:- Behind-the-scenes processes: (Corno, 2001) asserts that a number of voluntary strategies are similar to the processes that successful learners invest in to protect themselves from internal and external distractions in their educational environment; so the probability of achieving the goal is at its highest level. (Corno, 2001) says that behind-the-scenes operations include the following:

A. Attention and control of information: That is, the ability to maintain focus on the task despite distractions.
B. Selective encoding: By paying attention to the salient features of the task.
C. Information processing: The ability to allocate sufficient time and energy to perform the relevant aspects of the mission.
D. Self-motivation control: Using reinforcement and self-punishment strategies.
E. Control of feelings: Using self-talking strategies with the aim of controlling the feelings of anxiety associated with performing tasks.
F. Control of the environment: Using self-help strategies to ensure the successful completion of the mission. Self-organized learning is based on the use of self-directed, cognitive, emotional, and behavioral process skills.

Self-Organized Learning Strategies:

Learning strategies are plans that are geared toward performing a successful mission, and include activities such as selection, organization of new information, linking it to those previously found in memory, and improving the meanings of materials (Schunk, 1991).

Zimmermann (1989) suggested a model consisting of self-organizing learning strategies that students use while studying:

1- Self-evaluation: Sentences indicating the calendar that students initiate for the quality or progress of their work, such as "I test my work to make sure that I have done it correctly."

2- Organization and Transfer: Usually, the implicit and apparent arrangement of the material learned to improve learning "has drawn up a blueprint before I write my research."
3- Setting goals and planning: Setting an educational goal or sub-goals and planning the activities related to them, their timing and achievement. "First, I start studying two weeks before the exam and determine my speed in that."
4- Seeking information: It means that the students initiate efforts to secure additional information about the assignment from non-social sources when dealing with the assignment. "Before I start writing, I go to the library to obtain the largest amount of information related to the subject."
5- Keeping records and self-monitoring: Self-efforts mean recording events, discussions and results. "I take notes from the lecture discussions."
6- Structure of the environment: Self-esteem means choosing a place to learn and arranging it in a way that facilitates learning. "I isolate myself from the distractions."
7- Self-outcomes: Rewarding oneself is the effect of success or its punishment the effect of failure.
8- Recitation and remembering: This means practice or self-review to remember the material learned in the apparent or not apparent practice.
9- Seeking social assistance: means students' initiative to obtain assistance from comrades, teachers and adults when they encounter difficulties in learning.
10- Review of records: means students' initiative to re-read the written notes, references and previous tests. Other strategies, i.e. learning behaviors created by others such as teachers or parents (Zimmerman, 1989).

The Characteristics of Self-Organized Students

Self-organized students have many char:acteristics that distinguish them from other students. As far as cognitive processes are concerned, they are effective participants, who have the ability to plan, set goals for themselves, and organize their activities. (Shih, Chen, Chang, & Kao, 2010). Students with self-organized learning are described as highly motivated, because they are more willing to participate and persevere for a longer period of time when performing educational tasks, and they have the ability to rearrange and organize themselves, and set their educational goals and perseverance to reach them, as they are proficient in achieving their goals (Aljarrah, 2010).With regard to motivation processes, students are distinguished by having high effectiveness and a distinctive characteristic of self, internal interests in the task and they start motivated by themselves as they show an extraordinary effort and are characterized by perseverance during learning, in addition to the ability to use the resources available to them. As for behavioral processes, students choose and create appropriate environments that will make learning soon. They also seek advice and access to information and places because they learn the ability to

confront themselves through the acquisition of knowledge, and to strengthen themselves during the performance. (Sofie, Joshua & Remy, 2008).

Previous Studies

Several studies had been conducted on the subject of self-organized learning such as the study of Mohammed (2019), which aimed at identifying the level of academic procrastination, the self-regulation learning strategies and the epistemological beliefs of Umm Al-Qura University students, revealing the relationship between them, and identifying the differences in the variables of the study due to different types and academic disciplines. The study sample consisted of (634) students. The study used the comparative descriptive methodology. The study found that the level of academic procrastination of the students was moderate, the degree of availability of self-regulated learning strategies was medium, their epistemological beliefs were profound, and there were no statistically significant differences between students in the variables of academic procrastination, self-regulated learning, and epistemological beliefs. In comparing the results of the students in the scientific and humanitarian disciplines, it was found that there are statistically significant differences between them in the degree of academic procrastination in favor of students of humanitarian discipline. Negative correlations were found between academic procrastination on the one hand and self-regulated learning and epistemological beliefs on the other hand.

Arnout, Al Maadi and Al- Qadimi (2019) study aimed to determine the level of self-regulated learning strategies and scientific mindfulness, to identify the nature of their relationship, and to identify the differences in both self-regulated learning strategies and scientific mindfulness among postgraduates in light of some demographic variables. The researcher selected a random sample consisted of (118) post graduate students, whose ages ranged between (26-38) years, with an average age of (31.12) years, and a standard deviation of (3.698). Self-regulated learning strategies scale and scientific mindfulness scale were applied, all of which are prepared by the researcher. The results showed that there was an average level of self-regulated learning strategies as well as scientific mindfulness. A positive correlation statistically significant at (0.001) was found between self-organized learning strategies and scientific mindfulness ($r = 0.535$). The results also showed no statistically significant differences between males and females in the self- regulated strategies and scientific mindfulness among the postgraduate students in the program. In addition, there were statistically significant differences between the mean scores of males and females in the self-regulated learning strategies ($t=9.218$) and scientific mindfulness ($t=11.158$) between Masters and PhD students (in the favor of students PhD in both variables). The results of the simple regression analysis also indicate that self-regulated learning strategies are a powerful predictor of scientific mindfulness.

The aim of Al Janabe's (2018) study was to explore the self-organized learning among students of the Faculty of Basic Education, and the significance of differences in self - organized learning among students of the Faculty of Basic Education according to gender variable (male / female), in addition to the significance of differences in self - organized learning among students of the Faculty of Basic Education according to the variable specialization (scientific / human). The sample consisted of (200) students from the College of Basic Education. The results show that self-organized learning is available to students of the Faculty of Basic Education. Also, there are statistically significant differences in self-organized learning among the students of the Basic Education College according to the gender variable (male / female). Moreover, there are differences of statistical significance in the self - organized learning among students of the Faculty of Basic Education according to the variable specialization (scientific / anatomical).

The aim of the Abdul-Sada (2017) study was to reveal self-organized learning among students of the College of Dentistry for human anatomy at Basra University. The sample included (100) students representing the final application sample and 30 students representing the first survey sample. The results indicate that the gender has the ability to self-organized learning, and towards the females. The results indicate that there are no differences between the arithmetic mean and the hypothetical medium on the preferred method of learning scale, since the T values are less than the scale.

The study of Aljarrah (2010) aimed at investigating the level of self-regulated learning components among university students, and whether these components differ according to the student's gender and academic achievement. The sample of the study consisted of (331) male and female undergraduate students from Yarmouk University. To achieve the aims of the study, Purdie self-regulated learning scale was used. The results of the study revealed that the students' level of self-regulated skills on the rehearsing and memorizing component was high, whereas the level of the rest of the components was moderate, that male students scored significantly higher than female students on the goal setting and planning component, and that 4th year students scored significantly higher than those in their 2nd and 3rd year on keeping records and monitoring, and seeking social assistance components.

The study of Hong, Peng and Rowell. (2009) aimed to reveal the level of self-regulation of homework, the grade, gender, and achievement-level differences. The sample consisted of (330) 7th grade students, and (407)11th grade in Chinese schools. The results of the study showed that the level of self-organization of homework was low among students, as it was found that the value of the task, and the effort at a high level, while the value of motivation, and self-testing came at a low level, In addition to the absence of gender differences in the level of self-regulation of homework.

It was found from the previous studies that they all deal with the subject of self-organized learning and its relationship with various variables, and the current study has benefited from the studies preparing the theoretical framework and preparing the scale used in the study.

Methodology.

Study Population:

The study population consisted of all Middle East University students who were registered for the first semester of the academic year 2020/2021 and numbered (4000) male and female students (2050) male and (1950) female students distributed among the university's faculties.

Study Sample

The sample of the study consisted of (331) male and female students, randomly chosen by the cluster method of the study population, i.e. 8,3% of the total population. Table (1) shows the distribution of the sample members according to the variables of the study.

Table (1) Distribution of the members of the study sample according to the study variables (gender, academic level)

Academic Level					
Gender	First Year	Second Year	Third Year	Fourth Year	Total
Male	24	18	41	20	103
Female	22	39	94	73	228
Total	46	57	135	93	331

Study Tool

Self-organized learning

Ahmed's (2007) scale was used in this study, it consisted of (28) items distributed equally in four domains: planning and setting goal, and its paragraphs (1, 5, 9, 13, 17, 21, 25), keeping records and monitoring and its paragraphs (2, 6, 10, 14, 18, 22, 26), memorizing and rehearsing and its paragraphs (3, 7, 11, 15, 19, 23, 27), and requesting social assistance and its paragraphs (4, 8, 12, 16, 20, 24, 28).

Validity:

To validate the instrument, the researcher used an expert judgment by sending them to 8 experts in psychology, and educational psychology to check their validity, and they reported that the instrument was valid to be used for the study purposes. The internal correlation of each dimension was calculated with the other dimension, and with the total score, these values ranged between (0.40-0.84) and they are all statistically significant at the level of significance ($\alpha = 0.05$).

Reliability:

The reliability of the study instrument was checked, using test-retest and internal consistency (Cronbach α equation); an exploratory sample consisted of 35 students was used to check reliability, using test re-test method. The instrument was applied 2 times; the duration time between the two applications was 15 days, the internal consistency values ranged between (0.64-0.78), while test-retest values are ranged between (0.61-0.75).

Results and Discussion.

What is the level of self-organizing learning components for Middle East University students? To answer the question was calculated mean and standard deviations of sample responses on all dimensions of the self-organized learning scale as explained in Table (2).

Table (2) the mean and the standard deviations of the sample responses on the dimensions of the self-organized learning scale

Dimensions	Mean	SD
Memorizing and rehearsing	3.96	0.59
Planning and setting goal	3.63	0.56
Requesting social assistance	3.50	0.60
Keeping records and monitoring	3.52	0.78

Table (2) shows that the highest level of self-organized learning was dimension "memorizing and rehearsing", mean (3.96) and sd (0.59). This result can be attributed to the fact that educational specializations depend on memorization, which calls on students trying to repeat the subject and recite it several times to be memorized. And the last one was dimension requesting social assistance, mean (3.50). This may be due to the characteristics of the university students, the nature of the age stage, and here students will adhere to their opinion and seek independence, so their request for help from others will be limited, either because they believe that they are more knowledgeable than others, because of their confidence in their capabilities. The result of this question is consistent with Aljarrah's study (2010) and the results of Hong et al., (2009) study, which showed that the level of homework self-regulation was low for students. Meanwhile, the value of the task and effort came at a high level, while the value of motivation and self-test came at a low level.

The results of the second question: Are there statistically significant differences at the level of significance (α = 0.05) between the averages of student responses at Middle East University on the dimensions of self-organized learning attributed to the student's gender and academic level, and the interaction between them?

To answer the question, the mean and standard deviations of the sample responses were calculated on a self-organized learning scale according to the student's gender variations, their academic level, as shown in Table (3) below.

Table (3) mean and standard deviations of sample responses on the dimensions of self-organized learning according to gender and level variables

Gender	Academic level	First		Second		Third		Fourth		Total	
		M	SD	M	SD	M	SD	M	SD	M	SD
Male	Planning and setting goal	3.62	0.64	3.87	0.41	3.64	0.49	3.74	0.61	3.70	0.54
	Keeping records and monitoring	3.46	0.54	3.44	0.60	3.44	0.60	3.74	0.57	3.50	058
	Memorizing and rehearsing	3.77	0.72	4.22	0.60	3.94	0.48	4.02	0.67	3.96	0.61
	requesting social assistance	3.55	0.88	3.37	0.80	3.22	0.84	3.80	0.50	3.44	0.81
Female	Planning and setting goal	3.73	0.54	3.37	0.47	3.61	0.59	3.69	0.56	3.60	0.57
	Keeping records and monitoring	3.53	0.69	3.18	0.59	3.47	0.59	3.70	0.53	3.50	0.61
	Memorizing and rehearsing	4.24	0.69	3.82	0.54	3.92	0.55	4.01	0.57	3.96	0.58
	Requesting social assistance	3.53	0.82	3.19	0.81	3.56	0.68	3.73	0.78	3.55	0.77
Total	Planning and setting goal	3.67	0.59	3.52	0.51	3.62	0.56	3.70	0.57	3.36	0.56
	Keeping records and monitoring	3.49	0.61	3.26	0.60	3.46	0.59	3.71	0.54	3.50	0.60
	Memorizing and rehearsing	3.99	0.74	3.95	0.58	3.93	0.53	4.01	0.59	3.96	0.59
	Requesting social assistance	3.54	0.85	3.25	0.80	3.46	0.75	3.75	0.72	3.51	0.78

It is noted from Table (3) that there are differences between the averages of students 'grades on each of the areas of self-organized learning, according to the gender variables and the academic level. To understand the significance of these differences, the Hotelling value was calculated for the gender variable, which is not statistically significant (F-0.025). The Wilks' Lambda value was also calculated for the level variable, which is statistically significant (F-2.451,α-0.004). To reveal the significance of these differences in the level of self-organized learning on each dimension, multiple variability analysis (2way MANOVA) was used and Table (4) shows the results of these analyzes.

Table (4) Results of (2way MANOVA) for the study sample responses on the domains of the self-organized learning scale according to the gender and academic level variables

Sources of variance	Domains	Sum of squares	DF	Mean square	F	Sig
Gender Hotelling= 0.025 α=0.111	Planning and setting goal	1.15	1	1.15	3.94	0.04
	Keeping records and monitoring	0.16	1	0.16	0.52	0.49
	Memorizing and rehearsing	0.01	1	0.01	0.04	0.84
	requesting social assistance	0.02		0.02	0.01	0.86
academic level Wilks' Lambda=0.90 α=0.001	Planning and setting goal	0.40	3	0.13	0.43	0.72
	Keeping records and monitoring	5.14	3	1.09	1.80	0.14
	Memorizing and rehearsing	0.54	3	0.16	0.55	0.70
	requesting social assistance	8.17	3	1.01	0.77	0.12
Gender* academic level	Planning and setting goal	2.35	3	0.75	0.58	0.05
	Keeping records and monitoring	0.94	3	0.31	0.92	0.43
	Memorizing and rehearsing	3.34	3	1.08	1.96	0.11
	requesting social assistance	3.24	3	1.08	1.85	0.13
Error	Planning and setting goal	99.1	323	0.31		
	Keeping records and monitoring	109.3	323	0.34		
	Memorizing and rehearsing	108.4	323	0.34		
	requesting social assistance	187.7	323	0.61		
Total	Planning and setting goal	446	331			
	Keeping records and monitoring	417	331			
	Memorizing and rehearsing	530	331			
	requesting social assistance	429	331			

Table (4) shows that there are statistically significant differences attributed to the gender variable on the domain (planning and setting goal), and in favor of males. This result can be attributed to the nature of Arab societies, which gives the males more freedom, as the student participates in the curricular and extracurricular activities that take place inside and outside the university, such as volunteer work and youth camps, while we find the student with little participation in such activities, and his/her roles are limited to matters related to the home.

The result of this question is consistent with the result of the Al Janabe study (2018) which stated that males obtained higher scores than females in self-organized learning strategies as a whole.

Conclusion.

Self-organized learning is an organized cognitive mental process in which a student is an active participant in his learning process until his goal of learning is achieved. Self-organized learning focuses on a student's freedom and individuality, his self-reliance in making decisions, and taking responsibility.

Therefore, teachers must enlighten students about their own abilities and raise self-confidence, which in turn will contribute to raising their educational level, achieving success, and dealing with new situations with ease.

The results of the study revealed that the students' level of self-regulated skills on the rehearsing and memorizing component was high, whereas the level of the rest of the components was moderate, where male students scored significantly higher than female students on the goal setting and planning component.

Recommendations.

1- Conducting more studies that address the effect of using self-organized learning strategies on academic attitudes, academic achievement, and the drive for innovation among university students.
2- Carrying out more studies on self-organized learning on different societies, such as schools.
3- Some university courses address some topics related to self-organized learning, and encourage students to use strategies.
4- Emphasize the use of self-organized learning strategies in the curriculum and explain them to students.
5- Educating students on using self-organized learning strategies, because of their importance in saving time and effort, to achieve better learning and higher academic achievement.

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