



Metacognition, Learning Strategies, and Self-Regulated Learning to Promote Sustained Learning

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Message from the Collection Editor

Dear Colleagues,

Self-regulated learning (SRL) theory posits that SRL encompasses cognition, metacognition, and motivation. According to the tenets of this model, learners are perceived as being active, involved self-regulated individuals who control their own learning through the implementation of metacognitive monitoring and strategy use and motivational factors such as self-efficacy and task value.

The purpose of this Topical Collection is to publish the latest research on the dynamic relation between metacognition, learning strategies, and self-regulated learning in academic and non-academic settings. It is my hope that research that emerges from this Topical Collection will not only contribute to sustainable education practices through components of SRL theory, but also to the advancement of sustained, enduring learning both within and beyond the classroom. To this end, research studies on these topics employing quantitative, qualitative, and mixed-methods research designs are welcome.

I look forward to receiving your contributions.





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