

Special Issue

The Role of Motivation and Cognitive and Metacognitive Strategies in Learning across the Lifespan

Message from the Guest Editor

Motivation in learning has received research attention as one of the protective factors that fosters academic resilience and psychosocial adjustment across all levels of education. Using cognitive and metacognitive strategies helps students in terms of deep processing and gaining a better understanding of the learning material. These variables are especially important and rather less effective for students with learning disabilities, for whom motivation is of primary importance for learning involvement and achievement. Moreover, there is evidence that both motivation and the use of learning strategies were negatively affected in children and young adults as a result of the COVID-19 restrictions, particularly for children with learning disabilities. The aim of this Special Issue is to bring together papers that approach motivation and cognitive and metacognitive strategies in learning from multiple theoretical perspectives. We welcome original research articles using quantitative and qualitative methodology, systematic literature reviews, and evidence-based interventions with samples across all levels of education. I look forward to receiving your contributions.

Guest Editor

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