

Special Issue

Metacognition and Self-Regulated Learning in Diverse Educational Contexts

Message from the Guest Editors

We are pleased to announce a call for papers for a Special Issue of Journal of Intelligence focusing on metacognition and self-regulated learning (SRL) across diverse educational contexts. This issue aims to bring together high-quality empirical and theoretical contributions that examine how these essential cognitive and regulatory processes develop and are supported among a wide range of learners and educators, including students at any level of education, pre-service teachers, in-service teachers, and academic lecturers. The issue also welcomes studies that focus on diverse populations (e.g., gifted students, twice-exceptional (2E) learners, students with learning disabilities) recognizing the value of understanding SRL and metacognition across varied cognitive profiles. This Special Issue encourages interdisciplinary perspectives, including contributions from education, psychology, neuroscience, learning sciences, and educational technology, to deepen our understanding of metacognition and SRL across contexts and populations.

Guest Editors

Dr. Shirley Miedijensky

Prof. Zmira Mevarech

Dr. Ágnes Bálint

Deadline for manuscript submissions

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About the Journal

Message from the Editor-in-Chief

The relatively new and ambitious *Journal of Intelligence* is devoted to the study of human intelligence. Intelligence is a fundamental core of being human, with far-ranging implications for all members of our society. Now more than ever, in a world in which most have access to the Internet, information, and misinformation, with reduced face-to-face interactions, understanding how to measure and develop human intelligence is a critical and vital mission. Human intelligence is studied from many different perspectives, for different purposes, and this journal has an open policy with respect to approaches and methodologies. We encourage submissions with the potential to innovate, show alternative perspectives, and highlight the importance of developing and measuring intelligence as well as studies on intelligence that have an impact on our lives.

Editor-in-Chief

Prof. Dr. Con Stough
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manuscripts are peer-reviewed and a first decision is provided to authors approximately 30.7 days after submission; acceptance to publication is undertaken in 3.8 days (median values for papers published in this journal in the first half of 2025).