



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

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Message from the Guest Editor

Dear Colleagues,

Self-regulated learning (SRL) theory posits that SRL encompasses cognition, metacognition, and motivation. the purpose of this Special Issue 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 Special Issue 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.





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