

## Topical Collection

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

### Message from the Collection Editor

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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### Collection Editor

Dr. Antonio P. Gutierrez de Blume

Department of Curriculum, Foundations, and Reading, Georgia Southern University, Statesboro, GA 30460, USA

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Editorial Office  
MDPI, Grosspeteranlage 5  
4052 Basel, Switzerland  
Tel: +41 61 683 77 34  
[sustainability@mdpi.com](mailto:sustainability@mdpi.com)

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### Editor-in-Chief

Prof. Dr. Marc A. Rosen

Faculty of Engineering and Applied Science, University of Ontario  
Institute of Technology, Oshawa, ON L1G 0C5, Canada

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