

Review of: "Operations of the Cognitive-Metacognitive System in Promoting Learning: a Brief Theoretical Analysis"

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The topic of the current article is undoubtedly of great importance in the realm of research on educational psychology and learning. Self-understanding of how each person learns is very useful in order to establish actions aimed at harnessing their strengths and addressing their weaknesses.

The manuscript presents various areas of opportunity that are outlined below:

It is indicated that the current theoretical review focuses on publications from the years 1979 to 2009, but it is necessary to explain the reasons for choosing this time interval. A theoretical review of this kind might seem useful in an article published in the years 2010 or 2011, but its relevance for a publication in 2023 is not clear.

Regarding the methodology, it is not indicated what the criteria were for selecting the analyzed documents, nor the databases or repositories from which they come. Fundamental aspects such as the analysis method used are also not clarified.

In a non-exhaustive review of the references, (Efklides, 2001) was found, but it does not appear in the citations.

The conclusions could be improved by adding a section on limitations and recommendations for future research.