

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

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Potential competing interests: No potential competing interests to declare.

This paper entitled "Operations of the Cognitive-Metacognitive System in Promoting Learning: a Brief Theoretical Analysis" attempts to create understanding of the mental construct of cognitive -metacognitive systems for educators to improve teaching and learning strategies through review of articles. The introduction part describes the theoretical components of metacognition and its effectiveness as a tool for teaching and learning. These explanations are difficult to provide research links as it is not generated through methodological analysis. The components of metacognition under study is not clearly described and hypothesis not specified in the article. In a descriptive research, the methodology used for conducting the review and its systematic analysis helps to authenticate the derived components. Though the iteration process is put forward in sequential way, refining the article for the research methodology adopted will increase the scientific specificity of conclusions.

This article needs to be revised substantially based on the methodology adopted while conducting the review to make scientific conclusions. The variables under study have to clearly stated so also the research questions.