

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.

Desta Sbhatu's paper contributes to the understanding of the relationship between cognitive and metacognitive systems in processing cognitive inputs to achieve cognitive goals. He presents a comprehensive framework consisting of six steps that enhance learning by promoting the efficiency of the cognitive system.

However, it appears that Dr. Sbhatu's focus on promoting the efficiency of the cognitive system may overlook an important aspect of metacognition itself. In other words, the ability to reflect on our own reflections goes beyond mere comprehension of the reflections we make. There is something inherent in metacognition that improves the mechanisms associated with the capacity to reflect on reflections. This attribute persists even when the learner is not actively engaged in the subject matter. When a teacher emphasizes strategies for "learning to learn" (in this case, metacognition), their attention is not solely on the content being learned (associated to cognition), although that is important. The focus is also on developing the specific attribute of learning to learn, which, I emphasize, remains even when the learner no longer remembers the content itself.

While Dr. Sbhatu's paper is highly valuable in demonstrating the effectiveness of the cognitive-metacognitive system in promoting cognitive processing and learning, my intention is to highlight a potential omission. This becomes particularly significant as Artificial Intelligence demonstrates its full capacity to explore and solve various human activities, including learning through machine learning algorithms. In this context, metacognition possesses its own distinct attributes.