

Peer Review

Review of: "Metacognition and Pedagogy in the Era of Artificial Intelligence"

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In the current context, the topic *Metacognition and pedagogy in the era of artificial intelligence* is of high interest, given the subject of education, metacognition, and artificial intelligence.

The paper does not follow the methodology of empirical scientific research; instead, it is more of a theoretical essay with conceptual arguments, syntheses, and reflections. The paper can be useful as an opinion article but not as an actual research study.

If the authors wish to increase the scientific value of this work, with the aim of publishing it not only as a theoretical article but as a research study, I recommend the following:

1. Formulate a clear hypothesis, as the introduction already outlines the educational context in the era of artificial intelligence very well;
2. Describe an applied methodology, such as an empirical case study, survey, or experiment, based on selecting a target group, data analysis, etc.;
3. Present results, for instance, by measuring the impact of metacognitive practices in the classroom on academic performance, assessing trends over time, group comparisons, correlations, etc., depending on the chosen methodology;
4. Include discussions with references to several recent studies that have tested the effects of metacognition in education in the era of artificial intelligence;
5. Ensure that the conclusions, which in the current paper are essayistic and conceptual, will either validate or refute the initial hypothesis, even if theoretical, if these recommendations are followed.

Good luck!

Declarations

Potential competing interests: No potential competing interests to declare.