

Peer Review

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

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The manuscript *Metacognition and Pedagogy in the Era of Artificial Intelligence* presents a timely and original perspective by positioning metacognition as a key educational response to advances in AI. It effectively links AI milestones (e.g., Deep Blue, AlphaGo, DeepSeek) with pedagogical implications and proposes practical strategies such as reflective journals, self-questioning, and think-aloud methods that are low-cost and applicable in classrooms.

The main strengths lie in its interdisciplinary scope, practical relevance, and the urgency it conveys regarding educational transformation. However, the paper would benefit from greater balance: the descriptive sections on AI are sometimes lengthy and overshadow the educational focus. The theoretical framework is also too narrow, relying almost exclusively on metacognition without engaging with related constructs such as self-regulated learning or constructivism. Additionally, the lack of empirical evidence and the omission of key references in both AI and learning sciences limit its scholarly grounding.

Declarations

Potential competing interests: No potential competing interests to declare.