

Peer Review

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

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The second version of the article *Metacognition and Pedagogy in the Era of Artificial Intelligence* is substantially improved in terms of content, the updating of specialist literature, and the clarity of the arguments presented. Moreover, the authors have introduced new sections, such as *Humans Versus Artificial Intelligence and Metacognition as the Final Frontier*, demonstrating that this new version is considerably better documented.

However, the recommendations made in the first review, namely, formulating a hypothesis, introducing a research methodology, and presenting measurable results, have not been implemented.

The article remains a high-quality theoretical essay, but not an actual scientific study. The text is richer conceptually yet still lacks components of scientific validation.

If the journal accepts conceptual papers, the current version is suitable; otherwise, major methodological revisions are required.

Good luck!

Declarations

Potential competing interests: No potential competing interests to declare.