

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.

Based on an analysis of cognitive and metacognitive system theory, this article explores how cognitive and metacognitive systems work together to facilitate learning and teaching, which is a good point. When analyzing theories, there are some useful cases to further explain theories, which effectively help readers understand these theories.

1. This study used theoretical analysis, therefore, it is critical to analyze classic theories. In the section "Metacognition and Its Components", in addition to introducing Flavell's theory, Brown's model (Baker & Brown, 1984; Brown, 1987) or Schraw's metacognitive framework (Schraw, 1998) should be mentioned as it may be more related to the "framework of the cognitive-metacognitive operation system". Brown and Schraw both emphasize the regulation about cognition.
2. The literature of this study is old. The research of the past decade should be mentioned.
3. Most of the time, cognitive and metacognitive processes are intertwined. The author needs to do more work to prove the credibility and feasibility of these six steps of the cognitive-metacognitive operating system.