Metacognition and Learning
Editor-in-Chief: R. Azevedo

Metacognition and Learning is the only journal that specializes in research on metacognition and self-regulation. The journal brings together researchers that have been working hitherto on separate islands of different sub-topics or different research paradigms.

The journal “Metacognition and Learning” addresses various components of metacognition, such as metacognitive awareness, experiences, knowledge, and executive skills. Moreover, both general metacognition as well as domain-specific metacognitions in various task domains (mathematics, physics, reading, writing etc.) are considered. Papers may address fundamental theoretical issues, measurement issues regarding both quantitative and qualitative methods, as well as empirical studies about individual differences in metacognition, relations with other learner characteristics and learning strategies, developmental issues, the training of metacognition components in learning, and the teacher’s role in metacognition training. Submitted papers are judged on theoretical relevance, methodological thoroughness, and appeal to an international audience. The journal aims for a high academic standard with relevance to the field of educational practices.

One restriction is that papers should pertain to the role of metacognition in learning situations. Self-regulation in clinical settings, such as coping with phobia or anxiety outside learning situations, is beyond the scope of the journal.

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