Editorial

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Editor-in-chief

Metacognition and Learning was established in 2006, and since then it has become a point of reference for research on metacognition and its relations to learning. This year a new Editorial team took over, with Lucia Mason and Bennett Schwartz as Associate Editors and Anastasia Efklides as Editor-in-Chief. We are privileged to succeed two highly successful previous Editors-in-Chief, Marcel Veenman and Roger Azevedo. With the support of the distinguished scholars of the Editorial Board and ad hoc reviewers of the journal we hope to further contribute to the impact of the journal in the international scientific community and educational practice.

Over the years, Metacognition and Learning has hosted research that originated of different theoretical frameworks, adopted different theoretical perspectives and used different methodological approaches. This is indicative of the richness of the field and its potential to illuminate new phenomena related to metacognition itself but also its association with cognition, motivation, and affect in the context of self-regulated learning (SRL). These are the two foci of the journal that remain top priority of the editorial policy.

The new Editorial team is determined to maintain excellence in the articles published and to offer to researchers stimulating, in-depth, analytic and constructive reviews as well as inspiring exchange of ideas that enrich and expand the prospects and potential of the research reported. This is particularly important for young researchers who are eager to receive feedback on their research and learn from scientific exchange with experts in the field.

The journal is open to novel ideas and approaches as well as theories that can move the field forward. We welcome manuscripts reporting basic or applied empirical research, using state-of-the-art methodologies, but also review papers and meta-analyses that open the way to theoretical integration and a broader conception of the complexity of phenomena involved in the regulation of learning, be it metacognitive or self- and/or co-regulation.

We are also looking forward to publishing research on life-long development of metacognition and self-regulated learning; on the interactions of metacognition with motivation and emotion, and interventions showing cross-over effects from one to the other; on changes in metacognition, self- or co-regulation during the learning process as it takes place; on the

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dynamics of regulation in computer-supported learning; on metacognition in learning disabled students; on teachers' metacognitive experiences, metacognitive knowledge and skills to regulate their own teaching and their students' learning; and on knowledge acquisition and higher-order thinking in various school subjects and age groups that integrates cognition, metacognition and socio-emotional processes that contribute to new understandings.

Obviously, the depicted topics do not exhaust the richness of ideas underlying research on metacognition and SRL. Metacognition and Learning is open to all research that can advance our understanding of the functioning of metacognition and SRL in various contexts and under various conditions. The objective of the journal is to contribute to the dissemination of novel research paradigms and ideas that will lead theoretical advancements in the 2020s and beyond.

Lucia Mason, Bennett Schwartz and I are looking forward to close collaboration with authors, reviewers and the Editorial Board members in the exciting journey that lies ahead!

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