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Effectiveness of learning strategies (cognitive and metacognitive) in the academic identity development among the students

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1. Round 1

1.1. Reviewer 1

Reviewer:

Offer more details on the sampling process to ensure representativeness and reduce selection bias.

Utilize graphical representations to illustrate the changes in academic identity scores across different assessment stages for clearer comprehension.

Expand on the practical implications of the findings for educational practice, particularly in curriculum design and teaching strategies.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Include a wider review of related works, focusing on studies that critically assess the impact of learning strategies on academic identity development.

Employ more sophisticated statistical analyses to explore potential moderating and mediating effects that could influence the outcomes.

Provide a nuanced discussion of the implications for educational theory and practice, acknowledging limitations and potential biases in the study design.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.