GUEST EDITOR'S NOTE

This thematic issue of the journal Psychological Topics is dedicated to meta-reasoning, a study of metacognitive processes of monitoring and control involved in thinking and complex cognition. Meta-reasoning is a novel field of research that stands at the intersection between the two well-established areas of cognitive psychology: psychology of thinking and metacognition.

Psychology of thinking and metacognition have developed in the last few decades quite independently, with only sporadic attempts of crossing borders between the fields. However, this changed recently. Within the psychology of thinking, the focus of the research has shifted from normative accuracy of human thinking towards more fine-grained analyses of cognitive processing involved in reasoning, judgment, decision making and problem-solving. On the other hand, there is a growing awareness that metacognitive processes of monitoring and control play a pivotal role in many cognitive domains, not only in memory and in reading comprehension, the two domains that have been extensively studied within the metacognitive framework.

The research on meta-reasoning processes is in the early stages, with many questions still unanswered. However, the work done so far has important implications for both psychology of thinking and for metacognition, but also for general theories of cognition, for some long-lasting problems in cognitive science (for example, the problem of rationality), and for applied psychology as well, including educational and clinical psychology.

This volume presents theoretical and empirical papers that address a variety of topics related to meta-reasoning: heuristic cues for meta-reasoning judgments, dual-strategy models of deductive reasoning, fluency and feeling of rightness, consistency and consensuality in syllogistic reasoning, metacognitive analysis of covariation detection task, confidence and affect, individual differences in syllogistic reasoning, metacognition and mathematics anxiety, metacognitive feelings and illusion of linearity, and estimations of competence in neurodevelopmental conditions.

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