Abstract
This issue of JCEP is a special issue on the theme of “University Student Learning.” It was guest-edited by Li Fang Zhang of the University of Hong Kong. The contributions in this special issue, coming from China, the United Kingdom, the United States, Switzerland, South Africa, and Hong Kong, reflect the true international scope of JCEP. Although all articles are focused on university student learning, the topics are very varied and consider professional development of prospective teachers, alienation among students and counseling, achievement goals and well-being, intellectual styles, self-regulated learning, literacy and cognitive processes, and peer feedback in supporting learning. The issue is concluded by two individual research articles.

Reference
FROM THE EDITOR
The International Association for Cognitive Education and Psychology and the Journal of Cognitive Education and Psychology
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