	Type of regulation	Areas for regulation			
phases		Cognitive / Socio-cognitive	Motivation/Affection	Behavior	Context
Phase 1. Forecasting, planning and activation	Self-regulation	Goal setting. Prior activation of content knowledge. Activation of metacognitive knowledge.	Goal-oriented adoption. Efficacy judgments. Perception of the difficulty of the task. Task value activation Activation of interest.	Time and effort planning. Planning for self-observations of behavior.	Task perceptions. Context perceptions.
	Co-regulation	Establish shared understandings of task demands by negotiating the meaning of the problem and setting goals. Communicate with team members about actions to be taken.	Anticipate good relations in the group. Encourage future participation in interactions.	Creating workflows to achieve goals, including setting timelines. Negotiation of the division of labor.	Negotiation and description of roles according to the students' profile. Organization of the planning team (communication protocol/rules of engagement). Choice of groupware technologies (workflows, etc.).
Phase2. Monitoring	Self-regulation	Metacognitive awareness and cognition monitoring.	Awareness and monitoring of motivation and affect.	Awareness and monitoring of effort, time use, need for help. Self-observation of behavior.	Monitoring changing tasks and context conditions.
	Co-regulation	Monitoring shared understanding. Monitoring of the general processes of the group. Monitoring the advancement of knowledge. Detect errors or check plausibility. Detection of group sociocognitive conflicts.	Monitoring the group's motivation for participation and interactions. Detection of socio-emotional group conflicts.	Awareness of group goals and progress. Using workflows to monitor the progress of activities.	Monitoring of changes in functions and communication protocols. Monitoring the rules of engagement.
Phase 3. Controle	Self-regulation	Selection and adaptation of cognitive strategies for learning, thinking.	Selection and adaptation of management, motivation and affection strategies.	Increase/decrease effort. Persist, give up. Help-seeking behavior.	Change or renegotiate task. Change or exit context.
	Co-regulation	Communicate with team members about actions being taken. Make collaborative plans to achieve goals, including selecting socio-cognitive strategies. Discovering the type of collaboration. interaction to solve the problem along with the objectives. Moving forward and explaining solutions. Coordination of sociocognitive conflicts. Track the overall progress of group solutions. Facilitate critique and construction of others' perspectives.	Control the quantity and quality of group participation and interactions. Provide feedback on group participations and interactions Avoid and control the socio-emotional conflicts of the group. Facilitate respect by criticizing the other's point of view.	Managing workflows. Seek help from the teacher when a conflict of ideas does not reach a consensus.	Controlling group functions and communication protocols. Provide feedback on group functions and communication protocols.
Phase 4. Reaction and Reflection	Self-regulation	cognitive judgments Attributions, organization of essay writing, critical thinking and metacognition.	Affective reactions. Attributions, intrinsic and extrinsic goals, task value, control beliefs, self-efficacy, and test anxiety.	Choice behavior. Stress regulation. Help search. Study time/environment.	Task evaluation. Context assessment. Peer learning. Study time/environment.
	Co-regulation	Reflecting and Repairing Shared Understanding. Evaluate current joint solutions. Monitoring the results of actions and evaluating success in solving the problem. Reflecting on the group's goals. Progress and achievements. Make adaptations to collaborative goals, plans, or strategies.	Assessment of the emotional aspects of group members with regard to mutual respect and engagement in group activities. Group evaluation regarding the number of interactions and how many different people interacted. Prevent missing participation and interactions.	Reflect on the group's goals and progress. Reflect on workflows to check productivity. Adaptation of workflows.	Adapting group functions and communication protocols.