

**Table 1** Phases and Areas for Self-Regulated Learning

Phases and relevant scales	Areas for regulation			
	Cognition	Motivation/Affect	Behavior	Context
<i>Phase 1</i> Forethought, planning, and activation	Target goal setting	Goal orientation adoption	Time and effort planning	Perceptions of task
	Prior content knowledge activation	Efficacy judgments	Planning for self-observations of behavior	Perceptions of context
	Metacognitive knowledge activation	Perceptions of task difficulty Task value activation Interest activation		
<i>Phase 2</i> Monitoring	Metacognitive awareness and monitoring of cognition	Awareness and monitoring of motivation and affect	Awareness and monitoring of effort, time use, need for help Self-observation of behavior	Monitoring changing task and context conditions
<i>Phase 3</i> Control	Selection and adaptation of cognitive strategies for learning, thinking	Selection and adaptation of strategies for managing, motivation, and affect	Increase/decrease effort	Change or renegotiate task
			Persist, give up Help-seeking behavior	Change or leave context
<i>Phase 4</i> Reaction and reflection	Cognitive judgments	Affective reactions	Choice behavior	Evaluation of task
	Attributions	Attributions		Evaluation of context
<i>Relevant MSLQ Scales</i>	Rehearsal Elaboration Organization Critical Thinking Metacognition	Intrinsic Goals Extrinsic Goals Task Value Control Beliefs Self-Efficacy Test Anxiety	Effort Regulation Help-Seeking Time/Study Environment	Peer Learning Time/Study Environment