

# Using Narratives to Document Social Regulation of Learning in Interdisciplinary Groupwork

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# Tracks Initiative

10 year initiative

Multi- and interdisciplinary competencies

Research driven

Meet and learn collaboratively across programme boundaries

# Social Regulation of Learning

## Self-Regulation of Learning (SRL)

Control of one's learning processes

Planning, monitoring, evaluation

## Socially Shared Regulation of Learning (SSRL)

Group collectively regulates its learning

Consensus

## Co-regulation of learning (CoRL)

Supported or guided by another

Can help or hinder learning

# Research Question

How do groups taking part in interdisciplinary group projects regulate their learning?

What factors can aid or hinder a group's regulation?

# Data Collection and Analysis

5 Semi-structured interviews

3 Tracks courses

Episodes of regulation episodes

Formed into clusters

3 Narratives

# How do interdisciplinary groups regulate their learning?

- SSRL through discussions
- Internal & External CoRL
- Aggressive use of external CoRL
- SSRL > CoRL > SSRL

# What factors can aid or hinder a group's regulation?

- CoRL from supervisors
- Scaffolding of the course
- Unfamiliarity within the groups
- Differences in disciplines

# Business as usual? How students and professionals regulate group learning

- Battery course
- Students and professionals
- How group composition affects regulation of learning