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