

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