Using Narratives to Document Social Regulation of Learning in Interdisciplinary Groupwork

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Tracks Initative

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