



Method for Evaluation and Classification of Self and Co-regulation of Learning in Immersive Narratives

Appendix 1 - Categories of strategies and criteria for designing narratives for Self-regulated learning (SRL) and Co-regulated learning (CoRL)

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Abstract - This dataset is a companion of extra materials for the paper "*Method for Evaluation and Classification of Self and Co-regulation of Learning in Immersive Narratives*" which focuses on Categories of strategies and criteria for designing narratives for SRL and CoRL. This dataset is hosted on zenodo, a data repository.

Table 4. Categories of strategies and criteria for designing narratives for SRL and CoRL adapted from Pedrosa [6, 7] and Zimmerman [18].

ID	Strategy categories	Criteria (SRL) Narratives that guide or encourage the student to:	Criteria (CoRL) Narratives that guide or encourage students in teams to:
1	<p>SRL</p> <p>Self-evaluation / Hetero-evaluation</p> <p>CoRL</p> <p>Co-evaluation</p>	Set aside time to evaluate the quality (of the tasks/activities the student has completed in accordance with what was requested) or the development of activities.	Set aside time to evaluate the quality with their colleagues and/or teachers (in relation to the task/activity they carried out together) and/or to reflect and validate as a team and/or with teachers ways to improve the quality of their individual activities; and with their colleagues their collective (group) activities.

2	Organization	Organize their teaching materials for support and better performance in the proposed activity in order to improve learning.	Reorganize their team and individual teaching materials to better help each other develop these activities in order to improve learning.
3	Transformation	Make an outline of your ideas in a sequence that is useful to you, with the aim of checking whether you are managing to understand and progress through each stage of the course,, as well as improving your results and, above all, your learning.	Outline ideas in a useful sequence for the group/team, with the aim of checking whether they are managing to understand and progress through each stage of the course , as well as improving the results and especially the learning of the group/team.
4	Defining goals	Set aside time to establish your goals based on the goals of each topic/stage, taking into account the start and end dates of the topic/stage of the course.	Set aside time as a team (working group) to establish their common and individual objectives, based on the goals of each topic, taking into account the start and end dates of the topic/stage of the courset.
5	Planning	Set aside time to plan the goals you have set for each topic/stage, taking into account the start and end dates of the topic/stage of the course.	Set aside time together with their colleagues (working group) to plan common goals based on the goals of each topic/stage, taking into account the start and end dates of the topic/stage of the course.
6	Search for Information	Search for complementary information (e.g. consultation in a physical or virtual library, repositories such as github, papers that apply the content of interest, etc.) that can support the development of individual practical activities.	Look for complementary information (e.g. consultation in a physical or virtual library, repositories such as github, papers that apply the content of interest, etc.) that can support the development of the group's practical activities. It is important that everyone can collaborate on a topic or type of source to be researched, so that this moment of collaborative exchange can be created for interaction between group members.
7	Making records / taking notes	Take notes on lessons, lectures or other teaching activities (e.g. create an outline, write down key words, draw a picture, etc.) that will help you remember.	Take notes of the educational activities and events carried out in groups (e.g. create an outline, write down key words, draw a picture, etc.) to help them remember.
8	Monitoring	Take notes to monitor and improve your individual results, such as: work grades, tests and so on (e.g. create a spreadsheet/chart).	Make notes to monitor and improve their results in the group, such as: work notes, tests and so on (e.g. create a collaborative spreadsheet/chart). Use the results to positively improve the group's engagement and results.

9	Physical structuring of the environment	Create the best times of your day or week to study. You can also change the physical environment to suit your concentration needs to support learning.	Create the best times of their day or week to study and develop team activities. That they are able to define and change the physical or virtual environment available and best suited to the team's concentration and interaction needs (it is important that everyone is heard and that they have the right conditions to give their best when participating in these activities).
10	Psychological Structuring of the environment	Be aware of everyday situations (e.g., anxiety, stress, discouragement, concentration problems, irritation, etc.) or events that may take your attention away from studying and make it suitable for your concentration needs (e.g., sounds from neighbors or the street, notifications on your cell phone, social networks or calls).	Be aware of everyday situations (e.g., anxiety, stress, discouragement, concentration problems, irritation, etc.) or events that may take their attention away during the study and make it appropriate for the group's concentration needs (e.g., sounds from neighbors or the street, notifications on the cell phone from social networks or calls).
11	SRL Self-consequences CoRL Co-consequences	Create rewards for activities in which you have succeeded (going to the movies), or withdraw from some activity as a sacrifice to dedicate yourself more to studying in the event of failure (not going to the movies). The rewards or sacrifices can be based on your plan, so you have more elements for your periodic self-assessment.	Create rewards for activities in which the group has been successful (e.g. going to the amusement park). That they take away some activity as a sacrifice in order to dedicate themselves more to studying in the event of failure (e.g. not going to the amusement park). The rewards or sacrifices can be based on the planning of group activities, so that they have more elements for periodic self-assessment and improvement of the group's results in the course unit.
12	Review / Rehearsal / Replay	Identify which activities help you to retain the content (practical activities, repetition, retaking tests, etc.)	Identify which activities help the group to retain the content (e.g. practical activities, repetition, retaking tests, making presentations among peers, etc.)
13	Memorization	Develop the activity(ies) that help you to retain the content (memorization) systematically as a habit.	Develop activity(ies) that help the group to retain the content (memorization) systematically as a habit.
14	Seeking social help - peers	Take the initiative to ask their colleagues for help when in doubt.	Take the initiative to ask for help from their colleagues in the group, or from colleagues in other groups, if they have any doubts about the content or have any difficulties in carrying out tasks or group work.

15	Seeking social help - teachers	Take the initiative to ask their teachers for help if they have any questions about the content or have any difficulties with their assignments.	Take the initiative to ask their teachers for help if they have any doubts about the content or have any difficulties with tasks or group work.
16	Seeking social help - others	Take the initiative to ask for help from other people (e.g. market professionals or people with knowledge of the content or its application)	Take the initiative to ask for help from other people (e.g. market professionals or people with knowledge of the content or its application)
17	Review of records - Rereading tests	Review your test records whenever necessary.	Review their records of group/team tests whenever necessary.
18	Review of records - Reread Notes	Review whenever necessary their records related to the notes recorded when attending classes, lectures or other pedagogical activities.	Review whenever necessary, review their records related to the notes taken when attending classes, lectures or other pedagogical activities carried out in a group/team.
19	Review of records - Reread textbook	Review the chapters and reading recommendations in the textbook for their individual activities whenever necessary.	Review the chapters and reading recommendations in the textbook whenever necessary for their team activities.

Source: Prepared by the authors in the Method Design Stage (DSRM)

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