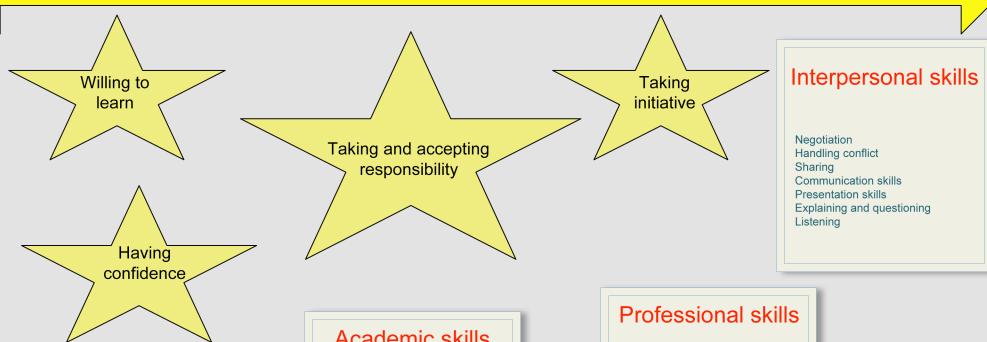
Conceptualising Learner Autonomy in Higher Education

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Intellectual skills

hypothesis evaluation synthesis analysis application knowledge

Academic skills

Students determine and pursue THEIR OWN lines of enquiry

Information Build on what they already know Identify what information they need Find, evaluate and use the information May communicate their learning to

Team working and leadership Managing projects and meetings **Decision making** Practical application of theory

The **SWIM** model of Learner Autonomy showing the understanding, skills and attitudes that students need to develop

Personal skills

Taking and accepting responsibility Ethics, empathy and tolerance Encourages exploration, curiosity Creative problem-solving Balancing creativity with resilience Planning Time-management and organisation

STANCE TOWARDS LEARNING

Orientation to learning Appropriate conceptions of learning Deep approach to learning A range of appropriate learning strategies Active learning

INFORMATION SKILLS

Recognise information need Addressed information 'gap' Construct strategies for locating information Locate and access information Compare and evaluate information Organise, apply and communicate information Synthesise and build upon existing information

WILLINGNESS TO LEARN

Balance of vocational, academic, personal and social motivations to learn Intrinsic motivation **Extrinsic motivation** Goals Short - Medium - Long Confidence

MANAGEMENT

Study Skills Planning and problem solving **Evaluation & Metacognition** Self-assessment Focus & 'stickability Time and project management Balancing social, work and learning needs **Assessment**

The learning environment provides opportunities for the learner to take some control of their learning



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