

Conceptualising Learner Autonomy in Higher Education

An autonomous learner takes responsibility for his/her own learning

Willing to learn

Having confidence

Taking and accepting responsibility

Taking initiative

Interpersonal skills

Negotiation
Handling conflict
Sharing
Communication skills
Presentation skills
Explaining and questioning
Listening

Intellectual skills

hypothesis
evaluation
synthesis
analysis
application
knowledge

Academic skills

Research
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
others

Professional skills

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

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

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

STANCE TOWARDS LEARNING

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

WILLINGNESS TO LEARN

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

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

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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SHARPENS YOUR THINKING

Centre For Excellence in Teaching and Learning
Centre For Promoting Learner Autonomy
www.shu.ac.uk/cetl