

Promoting Learner Autonomy: Embedding Skills



Commenced: 2006

What is it?

This project aims to develop autonomy by focusing on the key skills needed by psychology students such as evaluating arguments, communicating ideas clearly and searching for information. The development of these skills is embedded within activities relevant to a particular course (in this case Abnormal Psychology).

What is involved?

Students work in small groups (3-4) to review a scholarly article using wiki technology. Tutors provide formative feedback on the review and the group is invited to revise their review in the light of the comments. The idea is that feedback is given before assessment, where it is most needed, rather than after as is traditional. The module is assessed later in the semester by a similar task, reviewing an article, this time completed individually.

Why is the project important to the CETL and the University?

It attempts to support the acquisition of skills that are both domain specific (to psychology) yet transferable to other disciplines, hence promoting learner autonomy.

What do you hope the project will achieve?

Students who are better able to think analytically and evaluate information more effectively. Ultimately better psychologists, but the implications go beyond psychology.

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