

# Learner Autonomy In HWB

(Faculty of Health & Wellbeing)



## Who are we?

A project team from across the Faculty of Health and Wellbeing representing: sport, bioscience, health and social care. The project leaders are Claire Craig and Karen Booth. Other members are Robert Wilson, David Crowther and John Cleak.



## What do we aim to do?

The overall aim of this project is to develop a 'toolkit' for staff which will support teaching and learning strategies for promoting learner autonomy.

## Why this approach?

We are aware that a great deal of work around learner autonomy is already occurring in the Faculty. However this work often occurs in 'pockets' and isn't widely celebrated. The toolkit will capture and share existing good practice that is occurring throughout the Faculty. The toolkit will be a way that staff can learn about best practice and build on this within their own subject area. It will be particularly valuable to new staff working at the University.

## In order for this to happen this year we need to:

- Undertake a literature review to untangle the phrase learner autonomy and identify the skills and attributes of autonomous learners
- Find out the skills, motivations and attributes learners bring with them to the university and how these develop throughout their course on their journey towards autonomy
- Engage with staff and student groups across the Faculty to gain a clearer picture about what is already happening, to identify and evaluate strategies
- Create forums where distinct partnerships between staff and students can develop in order to explore learner autonomy together

Work is already well underway and we will measure our achievements against the targets we have set including:

- The completion of a literature review
- Collection of data relating to skills and attributes of students
- Work with staff groups
- Identification of a range of strategies

We offer a range of staff development opportunities including:

- Workshops
- Individual support
- Talks to staff groups

Dissemination is an ongoing process. We have already shared aspects of the work through a poster at the LTA conference and a journal article based on the findings of a literature review about learner autonomy is well underway. We have our sites set high and hope to produce at least two journal articles and present at two national conferences this year.

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