

Building a shared culture of students' autonomy among teachers of the same faculty

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We focus on the role of educational developers (faculty support officers as well as pedagogical leaders) in aiding teachers in supporting students' autonomy.

In recent years, the Faculty of Geosciences and Environment (University of Lausanne) has noticed that student autonomy is mostly achieved at Master's level but less so at Bachelor's level. Since the introduction of a Bachelor's project that requires autonomy, the importance of supporting it has grown.

“Too often this process [of becoming autonomous learners] is either left to chance or seen as a natural attribute of the higher education learning system rather than a particular skill that must be learnt and can be taught.

Railton and Watson (2005, p. 182)

method

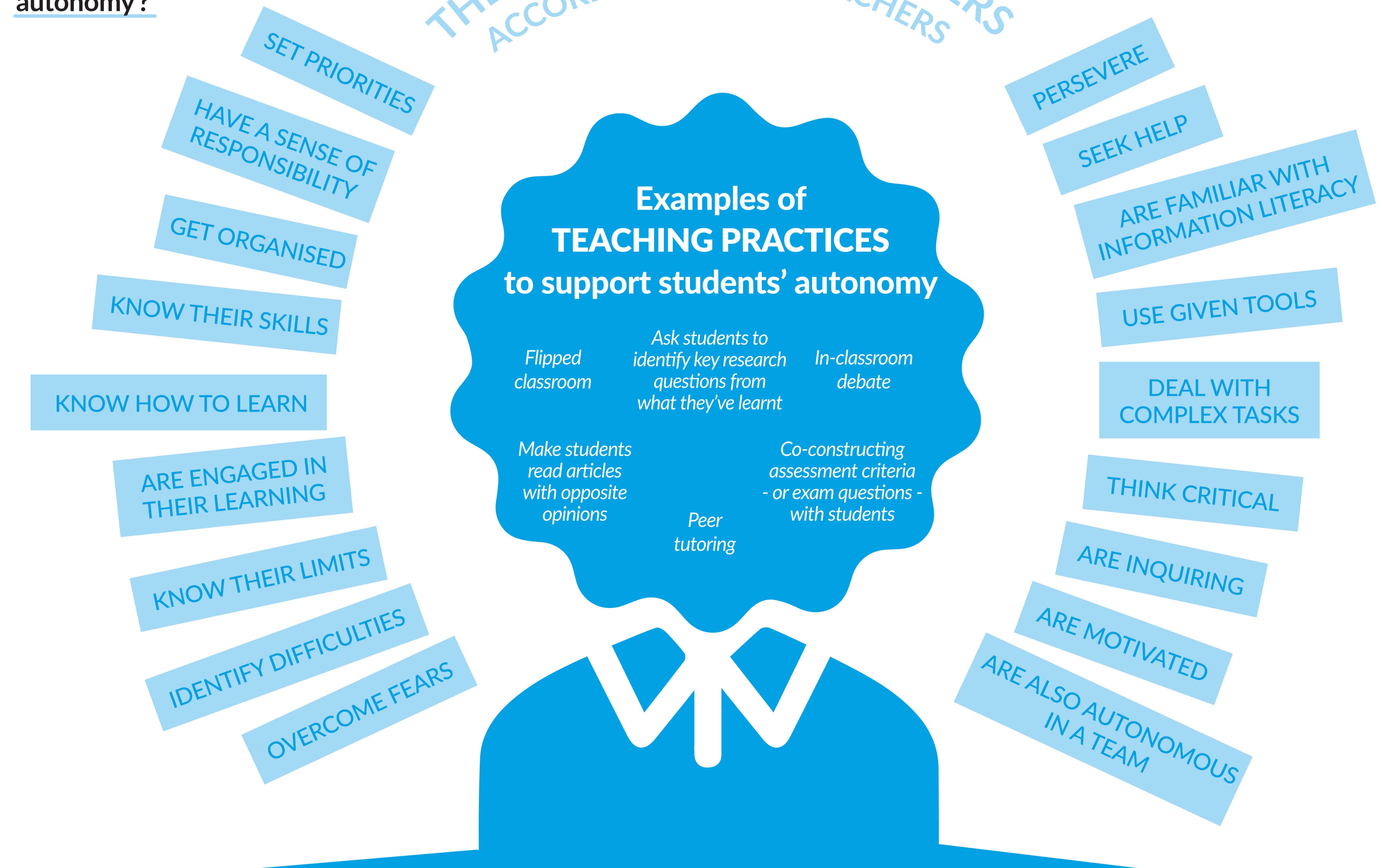
1 Bring together teachers around a common issue
→ Faculty development plan
→ Teachers' workshop (moderate by the Center for Teaching)

2 Ask teachers to define students' autonomy
Which characteristics do you assign to students' autonomy? What are your expectations?
→ Social moderation (Linn, 1993)

3 Support teaching practices
→ Highlight existing practices
→ Aiding teachers in building pedagogical scenarios (Faculty support officers and pedagogical leaders)
unil.ch/cse («resources»)

output

Which characteristics do teachers in the Faculty of Geoscience and Environment assign to students' autonomy?



as a conclusion...

