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Learning and Teaching News

En partenariat avec KNOWLEDGE HUB

From autonomy to agency: designing learning with, not just for, students

What does it take for students to shape their learning rather than simply follow it? Agency is not simply handed over: it grows through opportunities to make meaningful choices.

- Autonomy has to be learned. As two-part series on L'éveilleur (part 1, part 2) (FR), explores how learning maturity develops as students reflect on their strategies and adapt them. Before and after an assessment, and once feedback arrives, teachers can invite students to consider what influenced their performance.
- Students can help decide what they learn. In a teaching experience shared by Harvard Business Publishing (EN), students chose topics and led sessions for their peers, while core content and learning goals remained in place. Co-creation need not mean handing over the entire course: what matters is giving students a genuine say.
- Work can matter beyond the grade. Collimateur (FR) invites us to move beyond "disposable" assignments, produced only to be marked and forgotten. Guides for future students or recommendations to companies give work a real audience and a second life. Students can also help decide whether and how their work is shared.
- Agency can also mean choosing not to use AI. L'éveilleur (FR) explores how non-use can reflect concerns about learning, privacy, academic integrity, environment impact or professional responsibility. With evidence for AI's learning benefits still limited (EN), deciding when not to use it is part of AI literacy too.

Research

Transitions are about more than grades.
Developed through collaborative research, the Université du Québec's **support model for successful transitions**, places student fulfilment alongside academic success. It calls for flexible, ongoing support as students enter higher education.

Read the article

Experience does not automatically become learning.
A study of student teachers on placement suggests that theory and practice connect when a situation challenges what students know and meets a need they feel. For apprenticeships and internships, this highlights the value of helping students reflect on and articulate those connections.

Read the article

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Ce message électronique a été envoyé par AUDENCIA
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