

**Wednesday 3 June**

**12:00 - 12:40pm**

Room: Block Y, Room Y403

**Presentation Title:** Developing a pedagogy for autonomy in partnership with learners

<b>Presenter / Co-presenters:</b>	Christine O'Leary, Sheffield Hallam University, UK
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<b>Theme:</b>	Autonomy in the classroom
<b>Presentation Type:</b>	Paper presentation

### **Abstract**

We need to review and "rethink" pedagogical models, if we are to equip new generations for the 21st century (Dearing, 1997). There is a link between teacher development and successful educational change (Hargreaves and Fullan, 1992:6). In order to adapt to a rapidly changing environments and learner needs, tutors need to develop effective cognitive and metacognitive strategies as well as a willingness and an ability to reflect critically on their own practice (Boud, Keogh and Walker, 1985; Lamb and Reinders, 2008). This development should be a shared process between both learners and teachers (William and Burden, 1995). This paper will consider how assessed learners' feedback to their peers and learners' self-evaluation can inform teacher practice in relation to the development of autonomous language learners.

### **Biodata**

Christine O'Leary is a Principal Lecturer in Languages at Sheffield Hallam University in the UK. She has presented and published papers relating to the development of learner autonomy for over 10 years. Her current research focuses on the development of metacognition within a social context, and the role of assessment in learner development. She is Associate Director of the Centre for Excellence in Promoting Learner Autonomy at Sheffield Hallam University, a nationally funded initiative which aims to develop and embed the promotion of learner autonomy to enhance student learning in all discipline areas, both within and outside the institution.