# In Example #1, I used a concept from Chapter 1 of our textbook: AUTONOMOUS LEARNING

REMEMBER – So state verbatim the definition/facts about the concept. (Ex. Our textbook describes Autonomous Learning as “the process whereby you will carefully assess your current situation as a student, determine specific short and long-term academic goals based on your values, chart changes necessary to reach those goals, and then make those changes.”

It includes the following 6 steps:

1. Assess your current academic situation.
2. Set short- and long-term academic goals based on your values.
3. Create a list of immediate objectives and an action plan to meet them.
4. Work to accomplish your objectives.
5. Evaluate your progress.
6. Make adjustments as needed, and repeat.

UNDERSTAND – This next level requires that you paraphrase/explain the definition/facts in your own words. (Ex. Autonomous learning is the process of becoming more independent as a student. It allows a student to think about what s/he wants to accomplish, plan for it, and move through the process while deciding what is working well and what still needs improvement.)

APPLY – So for this level, think of an example of the term. (Ex. An example of an autonomous learner is a student who monitors every academic action, from keeping up with assignment deadlines to making time to meet with the professor when questions arise, and everything in between. Other examples include monitoring grades, reading the instructor’s feedback, and discussing progress with a tutor. In all these examples the student is the one who takes initiative.)

ANALYZE – Try to compare and contrast the term with an “if this, then what” statement or think of other ideas to compare/contrast(Ex. I will compare my high school experience with college expectations.)

| Expectations of Autonomy | High School | College |
| --- | --- | --- |
| *Turning in Work* | If I turn in late work, my teacher just deducted a few points. | My Psychology professor expects me to turn in all work by a weekly deadline. |
| *Monitoring Progress* | I did not monitor my progress at all. | I check eCampus 3x each week to view grades and my professor’s feedback. |
| *Action Planning* | The only action planning I did in high school was at the last minute to complete late, late, late work. | I make a plan for my study time at the beginning of each semester.  |

EVALUATE – Draw conclusions.(Ex. There are benefits to becoming an autonomous learner. I don’t worry as much about forgetting things, I feel more in charge of my life, and I look to my professor to support me, not to hold my hand and do things for me.)

CREATE – Think of something new from what you already know about this concept. (Ex. Maybe someone could create an app to help new college students plan and organize their semester. I wonder if this could help with procrastination. What happens to students who do not become autonomous learners? Can they still succeed? I wonder if it’s easier for adult learners to become autonomous, since they have been living and working in the real world where they have adult responsibilities.