

In 2007, a self-administered on line questionnaire was given to faculty who indicated that they were willing to receive such on line surveys when they changed/set up their passwords. The purpose of the questionnaire was to obtain information about faculty views on and involvement in the scholarship of teaching and learning (SoTL) at Illinois State University and was part of a larger institutional change project sponsored by the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Institutional review board approval was obtained for the study and data were voluntary and anonymous. A myriad of questions were asked about SoTL work including questions specifically on Learner Autonomy. Respondents indicated that they have increased learner autonomy in their students in the following ways:

- Providing interesting readings
- Utilizing much reflective and experiential learning tasks
- Stating clear expectations about importance of analytical writing in assignments
- Facilitating student-led class discussions
- Offering students choices regarding projects and fostering student ownership of work
- Requiring a reading journal
- Spelling out course assignments clearly in the syllabus
- Teaching beyond the syllabus (asking for deeper thinking)
- Using group projects
- Using reading reflection