

SELF-AUTHORSHIP

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This systematic literature review explores self-authorship development in higher education, focusing on curricular and pedagogical strategies to enhance students' abilities to define their own beliefs and identity independent of external authorities. Despite opportunities for self-authorship development in college, research shows that many students struggle to fully reach this stage and would benefit from enhanced development opportunities through curricular support. Findings reveal that self-authorship development is supported by diverse experiences such as service learning, experiential learning, international education, undergraduate research, and professional practice. Additionally, pedagogical strategies like the learning partnerships model and the infusion of provocative, challenging experiences have been identified as effective. This review underscores the need for higher education to integrate these practices to enhance students' self-authorship capacities, both ensuring retention in higher education and preparing students for complex adult responsibilities.

Keywords: self-authorship, learning partnerships, service learning, pedagogical strategies, diverse experiences

Described as VUCA (volatile, uncertain, complex, and ambiguous), the world of a current college graduate is full of obstacles and challenges. Higher education institutions obviously have a vested interest in preparing students for the challenges they will face after graduation, but current university infrastructure is lacking in providing the skills, experiences, and dispositions for students to truly succeed.

Baxter Magolda (2023) argued that students enter college having learned how to follow formulas for success and lack exposure to the diverse perspectives that will help them to articulate their own beliefs, identities, and values. They are reliant on external authority figures and have low levels of self-authorship; that is, the “capacity to internally define a coherent belief system and identity that coordinates engagement in mutual relations with the larger world” (Baxter Magolda & King, 2004, p. xxii). Self-authorship development occurs on a continuum on which students transition from relying on external authorities and following formulas to a crossroads where they must experience a tension between their emerging internal voice and external influence. Only after passing the crossroads will a student move into self-authorship. This sense of self-direction and meaning making is essential to students' ability to cope with the demands of adulthood and maturity (Kegan, 1994).

College is a sensitive period for self-authorship development and represents an opportunity for students to start developing skills with the newfound freedoms they did not have in high school (B. Myers, 2020). However, Kegan and Lahey's (2009) longitudinal study found that even with

the rich opportunities available in a college setting, most students are not able to mature into full self-authorship. This is perhaps due to a lack of academic and curricular opportunities for students to flex their maturation muscles and experience the challenges and consequences of adulthood. According to Barber and King (2014), many students continue to “look to others for direction, even instruction, as they attempt to navigate the demands associated with adult responsibilities” (p. 434). Academic settings do not always provide the necessary challenges and opportunities for students to reach a crossroads moment.

Therefore, it is important to review the literature on self-authorship in higher education to determine both situations where there have been successes in self-authorship development and areas for growth. Understanding opportunities and experiences that prompt self-authorship growth can help educators to better design learning environments and intentionally support students’ progress on the self-authorship continuum.

This systematic literature review is designed to evaluate the existing literature on self-authorship development in higher education. It will contribute to a small but growing body of research on curricular implications and opportunities so that collegiate educators can be intentional in their development of instructional choices.

Method

My approach to this literature review was to first design and align my methodology with a reliable process. Much of the literature on self-authorship includes qualitative data and research, so I needed to find a methodological approach that would ensure comprehensiveness without limiting findings because of data type. After reviewing multiple exemplars, including Thomas and Harden (2008) and Siddaway et al. (2019), I chose to model my process after the Evidence for Policy and Practice Information (EPPI) Centre focusing on social science research. The EPPI Centre (2007) established a reliable base for educational research review through a systematic process. This process was defined by Dixon-Woods (2011) as a “scientific process governed by a set of explicit and demanding rules oriented towards demonstrating comprehensiveness, immunity from bias, and transparency and accountability of technique and execution” (p. 332). The EPPI Centre’s methodology provided for robust qualitative data review.

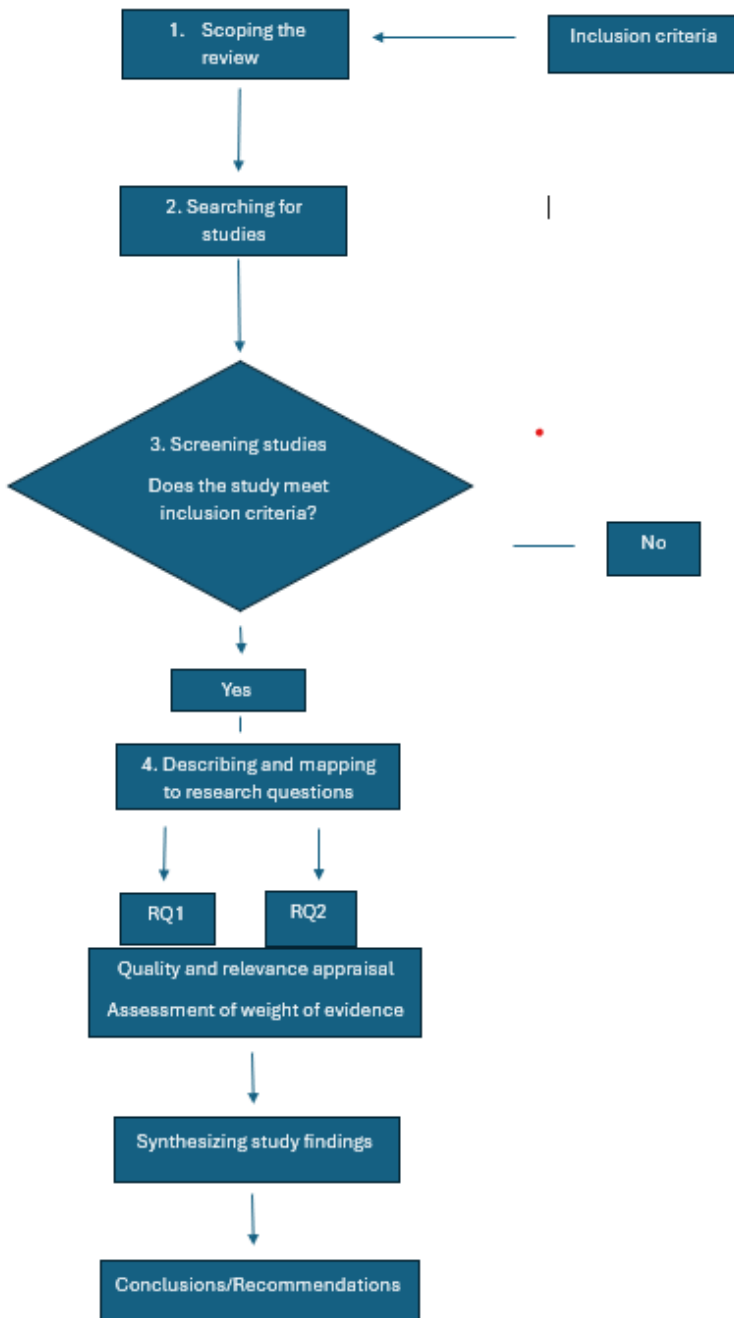
My review was driven by the following research questions:

1. What does self-authorship look like in higher education curricula?
2. In what ways, if any, have curricular choices fostered self-authorship?

To ensure that the review was systematic, I evaluated scoping criteria, database inclusion, and search terms. I then developed a protocol to judge the overall weight and relevance of each article to my research questions. My approach to the review is illustrated in Figure 1, and I developed the full scope of criteria that specified which studies and literature would be included (see Table 1).

Figure 1

Flow Chart Illustrating My Systematic Literature Review Process



Note. Adapted from Davies et al. (2013).

Table 1*Inclusion Criteria for the Review*

Criterion Type	Inclusion Criteria
Topic	Literature must relate directly to one of the research questions above (self-authorship in higher education, self-authorship and curricular choices)
Recency	Literature should have been published by 1990 or later
Age-Range	Literature should relate to higher education and college-age students
Research Base	Literature must be based on empirical research (either qualitative or quantitative)
Reliability	Literature must be peer-reviewed

Note. Adapted from Davies et al. (2013).

While the topic, age range, research base, and reliability all come without necessary explanation, I selected 1990 as my recency scope because there were some seminal works written on self-authorship in the early 1990s that I wanted to include. In practice, following the scoping criteria above meant that I used the limiters “full text; peer-reviewed; Publication date: 19900101” and the expanders “apply related words” in my search.

I consulted with the research librarian specializing in curriculum and education at Northern Arizona University to define and narrow my search terms. With her guidance on the best databases and search terms to ensure a comprehensive, relevant, and manageable yield of articles, I identified the databases presented in Table 2 and prescribed the following set of search terms: “self-authorship” OR “self-authored” OR “self-authoring” AND “college students.” An example of my database search is presented in Figure 2.

Table 2*Types of Literature and Sources Searched*

Type of Literature	How Sourced
Journal Articles	Online database search for Education Full Text, ERIC Education Literature, SAGE Premier
World Wide Web	Including <i>Google Scholar</i> , <i>Google</i> , <i>Wikipedia</i>

Note. Adapted from Davies et al. (2013).

Figure 2

Example Database Search

The screenshot displays the EBSCOhost search interface. At the top, the EBSCOhost logo is on the left, and the Northern Arizona University logo is on the right. The search bar contains the query 'self-authorship*' and 'college students*' connected by an AND operator. Below the search bar, there are options to 'Select a Field (optional)' and a 'Search' button. The search results section shows a table with columns for 'Search ID#', 'Search Terms', 'Search Options', and 'Actions'. The first row shows a search ID of 'S1' with the search terms 'self-authorship* AND college students*'. The search options include 'Limiters - Full Text; Peer Reviewed; Publication Date: 19900101-' and 'Expanders - Apply related words'. The actions column includes links for 'View Results (104)', 'View Details', and 'Edit'.

I screened studies according to the inclusion criteria listed above and judged the overall weight of evidence with the criteria in Table 3. My register protocol included two steps:

1. I first read through all articles and gave an initial score on the methodological quality. Any article that did not meet the criterion of a 2 (Satisfactory) or higher in methodological quality was not included in my literature review or evaluated for methodological relevance or topic relevance. I made this choice because any article that did not show methodological merit or credibility, I deemed unworthy of inclusion.
2. All articles that met at least a satisfactory ranking or higher in methodological quality were then reviewed for methodological relevance and topic relevance. After scoring each article with these three criteria, I totaled their scores (2–12). Articles that did not meet at least a 7 or higher total score were not included in the systematic literature review. This choice was made because an article that was not at least 58% relevant to the topic or methods should not be included in the review.

Table 3*Criteria for Judging the Weight of Evidence*

Level/ Criterion	Methodological Quality	Methodological Relevance	Topic Relevance
4: Excellent	Excellent research design justifying all decisions taken: e.g. sample, instruments, analysis. Clear evidence of measures taken to maximize validity and reliability.	Research questions clearly stated. Methodology is highly relevant to RQs and answers them in detail.	Study is very closely aligned to one of the key review questions and provides very strong evidence upon which to base future policy/action.
3: Good	Research design clearly stated with evidence of sensible decisions taken to provide valid and reliable findings.	Research questions are explicit or can be deduced from text. Findings address RQs.	Study is broadly in line with one of the key review questions and provides useful evidence.
2: Satisfactory	Research design may be implicit but appears sensible and likely to yield useful data.	RQs implicit but appear to be broadly matched by research design and findings.	At least part of the study findings is relevant to one of the key review questions.
1: Inadequate	Research design not stated and contains flaws.	RQs not stated or not matched by design.	Study does not address key questions.

Note. Adapted from Davies et al. (2013).

Findings

My systematic literature review included 109 articles that met the inclusion and search criteria for selection published between 1990 and 2024. Upon initial review, there were 20 duplicate articles that had been pulled from different searches, bringing the actual total to 89. After using the register protocol, there were 11 articles that did not meet a score of 2 or higher under methodological quality and were not moved forward for further review. After evaluating methodological relevance and topic relevance, there were eight articles that were not included in further review. Thus, 70

articles met all inclusion criteria and had scores of 7 or higher on methodological and topic relevance.

After scoring articles for inclusion criteria and evaluating methodological and topic relevance, I took notes on each article and documented the main concepts and ideas they conveyed in a spreadsheet. Once I had finished my notetaking, I went through and categorized my notes into the main topics I saw represented.

Review of these categories led to the emergence of several themes surrounding self-authorship development. Those included identifying pedagogical practices that support development, examples of curricular spaces that promote self-authorship development, and the use of technology within curricular spaces to provide innovative methods for developing self-authorship. These themes are discussed in connection to my overall research questions.

Research Question 1: What Does Self-Authorship Look Like in Higher Education Curricula?

The evidence from the 70 articles reviewed demonstrates that self-authorship is evident in higher education curricula and can be seen in multiple forms. Two broad themes emerged from the research: successful examples of self-authorship development through both curricular and cocurricular spaces, and the use of technology to augment and implement self-authorship.

Successful Examples of Self-Authorship Development in Curricular and Cocurricular Spaces

As noted by Barber and King (2014) and King et al. (2009), few students learn how to reflect critically during their undergraduate careers and remain reliant on external voices to define their values and form decisions. One way to encourage students' movement on the continuum is to provide them with opportunities to engage in transformative experiences that encourage reflection, community engagement, and real-world challenges (Frederickson et al., 2023). The research supported several curricular and cocurricular opportunities to give students these experiences on the pathway to self-authorship.

Service Learning. Service learning was defined by Jones and Abes (2004) as a “community-based approach to teaching that places students in contact with people and communities” (p. 149). Service-learning opportunities have been recognized as providing students with meaningful experiences that may help them develop self-authorship (Baxter Magolda & Boes, 2017; Jones & Abes, 2004; M. Myers, 2020). Frederickson et al. (2023) found that after reflecting on a service-learning opportunity, students had an easier time “voicing from their internal perspective” and drawing connections between their past experiences and values (p. 75). Similarly, Wessels et al. (2021) utilized a practicum-based course paired with service learning through social-justice work to study if students saw themselves as changemakers and developed the confidence to tackle difficult justice issues. Their research found that service learning did indeed support students' growth, “giving them agency to make decisions and mistakes together and challenging them to examine systems” (p. 90). M. Myers (2020) noted that dissonance—experiencing discord between internal and external beliefs—is a key factor that prompts developmental shifts for students (p. 137). Service learning may be conducive to dissonance because it “encourages students to engage with contradictory opinions, beliefs, or values” as many service-learning experiences address societal issues or serve disadvantaged populations (M. Myers, 2020, p. 137).

Experiential Learning. Experiential learning was defined by Carson and Gillis (1994) as a type of educational experience that engages the learner in the learning process through direct immersion and reflection. Similar to service-learning opportunities, “experiential learning environments stand apart from mainstream educational settings through their ability to create developmentally effective experiences that are likely to promote aspects of self-authorship development” (Ricks et al., 2021, p. 66). Ricks et al. studied an experiential immersion semester program and conducted semistructured interviews as well as an open-ended survey to evaluate students’ self-authorship development during the program. Their results showed that these students did show signs of movement along the self-authorship continuum, particularly between following external formulas and the crossroads phase. The researchers noted that

the experiential education program created a crossroad by presenting students with an alternative experience ... [T]his crossroad led students to make decisions that extended beyond their current social and academic setting to choices that impacted more long-term interpersonal and intrapersonal domains. (Ricks et al., 2021, p. 78)

Similarly, McGowan (2016) measured students’ perceived self-authorship development after a one-semester outdoor education program using the Self-Authorship Questionnaire in a pretest-posttest, quasi-experimental design. Though this study took place with 12th grade students who had not yet matriculated into higher education, the results showed that the programs were appropriate models for enhancing self-authorship. In fact, “survey data demonstrated gains in situational coping, interpersonal leadership, and self-efficacy dimensions of self-authorship” (McGowan, 2016, p. 15). The outdoor experiential program gave students opportunities for winter camping, canoeing, and being alone in the wilderness all of which were physically and emotionally demanding and required students to overcome challenges and experience a state of cognitive dissonance. This is in keeping with the findings of other provocative moments (Pizzolato, 2005). Pizzolato described provocative moments as “jarring disequilibrium on the students’ part in terms of her or his ways of knowing” and found that students are more likely to experience a provocative moment when they have high volitional efficacy when working towards a goal and when they were given an opportunity to self-regulate (p. 630). The outdoor experiential program would seem to provide an opportunity to self-regulate behaviors and mindsets since students need a high degree of volitional efficacy to make it through an extreme situation.

International Education. Another opportunity for self-authorship development occurred when students were exposed to new learning environments in international education settings. In one study, students who participated in a “semester school” of 11 experiential education high schools required students to leave home for roughly 3 months; three of these schools operated internationally, and students came from a geographically diverse cohort (Ricks et al., 2021). The researchers found that students did show growth in their self-authorship, and this growth could be attributed to the immersion-based approach to pedagogy. Hill et al. (2016) found that students who participated in international student environmental research teams were more likely to become confident research scientists and had “shifts in students’ liminal positions because they were embedded in a new cultural learning space which promoted threshold concept inquiry” (p. 10). In a different year-long case study, the international fieldwork module found that there was significant “student empowerment” when students were placed beyond their personal and academic “comfort zones” (Hill et al., 2016, p. 12). Cheng and Yang (2019) found international sojourning to be traumatic and challenging for students, which could help foster a greater sense of student self-authorship. It should be noted that this study again examined high school students who were not yet matriculated into higher education. However, several articles identified common

themes of cognitive dissonance and discomfort to push students beyond their comfort zone and hasten them towards a crossroads.

Undergraduate Research. This systematic literature review found a lot of evidence documenting how high-impact pedagogical practices like undergraduate research help students better define themselves and move along the pathway to self-authorship (Hill & Walkington, 2016; Nadelson et al., 2015; Ward & Dixon, 2008). The Scholastic Enhancement Program at Miami University was designed to place first-year students in laboratory settings and enhance their likelihood of retention. The program was very successful in increasing the academic and social skills of students and incorporated self-authoring activities in the programming (Ward & Dixon, 2008). Hill and Walkington found that students participating in undergraduate research “evidenced a movement towards self-authorship as they consciously balanced the contextual nature of their disciplinary knowledge with intra-personally grounded goals, beliefs, and values” (p. 13). Encounters with unfamiliar contexts, diverse audiences, and new experiences forced students to reassess their knowledge and develop a new (internally) referenced benchmark (Hill & Walkington, 2016). Nadelson et al. (2015) evaluated the Research Experiences for Undergraduates program funded by the National Science Foundation and found that the structure provided students an opportunity to gain expert-level knowledge in their research domains, influencing their perceptions of themselves and their internal beliefs. The researchers noted that, “based on our data, we maintain that [research experiences for undergraduates] promote the development of self-authorship through interactions with mentors, high levels of responsibility to carry out a project, and the necessity for participants to engage in professional behaviors” (Nadelson et al., 2015, p. 10).

Professional and Interdisciplinary Learning. There was robust evidence suggesting that providing students real-world experiences helped them to encounter challenges that could support self-authorship development. Through a curricular lens, research supported the use of practicum experiences and preprofessional opportunities within real-world disciplines such as nursing, engineering, and education to promote self-authorship (Bekken & Marie, 2007; Gosselin & Meixner, 2013; Hodge et al., 2009; Rivera et al., 2021; Tweed, 2020; Wonham & Derby-Talbot, 2023). Bekken and Marie found through a pilot study in earth and sustainability that, after participating in an integrative practicum experience, students showed growth in their self-authored ways of knowing, “ability to transfer disciplinary knowledge beyond disciplinary boundaries,” and connection of content and skills into their personal lives (p. 13). So too Rivera et al. and Zuban et al. (2019) noted that students were able to explore authentic learning within self-authorship through practicum environments within the nursing field. According to Rivera et al., “students entering post-professional education have a professional identity that is heavily influenced by the external environment, where their beliefs in the profession and their role are not fully internalized”; thus, preprofessional opportunities can provide a crossroads to help students develop their own internal values (p. 38).

Gosselin and Meixner (2013) aimed to develop culturally responsive teaching in students’ field placements and anticipated that students would also develop their self-authorship while in these experiences. Their findings suggested that students were unable to reach the desired outcomes because they were still building their knowledge base and confidence and should be considered “transitional knowers” (p. 37). The researchers noted that students’ growth and development can be supported with more opportunities to participate in field-based classroom situations (p. 38). Nadelson et al. (2017) also examined the development of a professional identity and found that students who engaged in learning activities that were similar to those of

professionals were more likely to experience this professional identity development. Parris and McInnis-Bowers (2017) also piloted a practitioner-focused business course, hoping to encourage students to develop professional identity and self-authorship.

Technology as a Tool to Augment and Promote Self-Authorship

In addition to curricular and cocurricular spaces providing opportunities for self-authorship development, literature also supported the use of technology. Several studies documented how technology can be used as portfolio tools for reflection and giving students an opportunity to interact with their own ideas and values (Blackley et al., 2017; Ricks et al., 2021; Sattler & Turns, 2015; Shaw et al., 2019; Takayama, 2014). Blackley et al. noted that a digital professional portfolio provided students an opportunity to align their personal student identity to a professional identity, denoting a movement along the continuum of self-authorship. So too Sattler and Turns found that an ePortfolio activity connected to opportunities for student development towards self-authorship since it focused on reflection and professional identity. Khumalo et al. (2023) utilized an Auto Scholar advising system to examine data on students' interaction with learning management systems and how this could be used to track and analyze self-authorship; the results showed that reflective statistics could be used to nudge students "in ways that validate their performance and indicated their full potential" (Khumalo et al., 2023, p. 226). While the pilot was unable to show if students truly progressed in self-authorship, it does provide information on the development of software that can guide students along this process (Khumalo et al., 2023).

In response to the first question about what self-authorship looks like in higher education, the research demonstrated that there have been many successful examples of curricular and cocurricular opportunities that foster self-authorship development. Many of these situations push students out of predictable environments and force them to experience the world and their education differently. Experiences like international education, outdoor education, service learning, undergraduate research, and professional learning all showed that students were able to develop their self-authorship skills. These experiences all share a commonality in a change from the norm and the opportunity for more provocative experiences that may trigger a crossroads for students (Pizzolato, 2007). The use of technology as a tool to augment self-authorship was another interesting finding. In multiple instances, technology was used to help facilitate reflection and identity, which are two important components to growth on the self-authorship continuum.

Research Question 2: In What Ways, if Any, Have Curricular Choices Fostered Self-Authorship?

While the articles thus far cited demonstrated that self-authorship development has been documented in both curricular and cocurricular settings and is evident in higher education, my other research question sought to see what curricular choices can better foster self-authorship. The literature suggested that there are practices that support self-authorship development and that many of these concern instructional and pedagogical practices. Kegan and Lahey (2009) confirmed that contemporary work settings require employees to exercise initiative, personal responsibility, and self-direction. If a goal of higher education is to prepare students for work settings and the accompanying responsibilities, higher education classrooms must also provide students with these opportunities. This means that instructors need to shift from a critical dependence on authority to self-authorship through a constructivist approach.

Releasing Authority/Learning Partnerships Model

One pedagogical strategy that has been documented to support promoting self-authorship is releasing authority of the instructor in the classroom and developing a Learning Partnerships Model (LPM). A framework created by Baxter Magolda (2012), the LPM operates on three principles: “validate student leaders’ capacity to know, situate learning in student leaders’ experiences, and define learning as mutually constructing meaning” (p. 34). Many studies suggest that when the faculty role is reconstructed and the instructor becomes a partner in the learning process, students are able to grow in self-authorship and have more ownership over their learning (Baxter Magolda, 2012; Baxter Magolda & King, 2008; Blackley et al., 2017; Cardone et al., 2013; Cen, 2018; Cohen et al., 2013; Gleiman, 2023; Hodge et al., 2009; Kreber, 2010; Zuban et al., 2019). Gleiman found that when the LPM framework was embedded into curriculum development, “institutions found their greatest success with a system that permits, encourages, and even directs learners toward programs that offer a layered process for cognitive progression” (p. 117). Cen also found that a course predicated on a learning partnership model helped students to develop their self-authorship. Day and Lane (2014) likewise found that students had a “growing ease with pulling away from external validation” when the course was structured as an LPM and that as an unintended result the professors learned about their own roles more robustly and increased engagement (p. 14); the authors noted, “when we gave up our roles as authorities, we became, ironically, more interesting and helpful to students. And they became, ironically, more interesting and wiser to us” (p. 17).

Infusing Diverse and Difficult Experiences

Though not necessarily a pedagogical strategy, the research documented how students’ experiences in diverse settings and difficult life experiences can promote crossroads opportunities and can foster self-authorship. Multiple research studies examined the experiences of diverse and underserved communities as well as individuals who face marginalization and their ability to reach higher levels of self-authorship (Amechi, 2016; Clark & Brooms, 2018; Garriott, 2020; Johnston-Guerrero, 2017; Madyun et al., 2013; Orozco & Perez-Felkner, 2018; Winans-Solis, 2014). Stearns et al. (2022) found that nontraditional students who are at an elevated risk for dropout actually have high levels of self-authoring abilities because of their diverse experiences. Amechi’s research on Black male foster care alumni found that their challenging life experiences and difficult social and environmental conditions helped them to have enhanced self-authorship development. Similarly, Garriott’s research on first generation and economically marginalized college students showed that their self-authorship development is enhanced since they have often already encountered social-emotional crossroads and may bring cultural capital to help support their academic journeys.

The knowledge that diverse experiences provides students with a new capacity for self-authorship development encourages educators to include provocative experiences into their teaching. According to Chan and Stacey (2022), “shifting the emphasis from information transfer to helping learners develop agency to choose, plan and direct their learning” is important in developing self-authorship (p. 242). Winans-Solis’s (2014) study shows that pedagogy focused on negotiating learning spaces within community can help legitimize lived experiences and lead to transformational moments. So too King et al. (2011) noted that when students must engage with others of different viewpoints and diverse experiences, students become “uncomfortable,”

“disrupted,” and “challenged” in ways that promote their intercultural maturity and self-authorship (p. 468); the dissonance that students encounter in these situations is formative and may “trigger students to reconsider and reframe their reactions in more informed and culturally sensitive ways” (p. 469).

Discussion

The reviewed literature demonstrated that self-authorship development is present in higher education in both curricular and cocurricular contexts, and it can also be enhanced through pedagogical practices and a review of instructional roles. Many institutions are leveraging self-authorship because it empowers students to develop their values and beliefs, better preparing them for the demands of the VUCA world.

Though present in a variety of settings, certain commonalities exist for contexts that support self-authorship development. Many circumstances point to provocative experiences in which students are pushed outside of their personal and academic comfort zones and must take on a greater sense of autonomy. This was visible in experiential education, outdoor and international education, service-learning opportunities, and undergraduate research. So too, curricular contexts that had students reflecting on their identities and professional selves seemed to foster self-authorship, included in preprofessional internships, practicum placements, undergraduate research, and interdisciplinary communities. Each of these experiences deviates from a traditional classroom context and challenges students to take on more leadership roles. Certainly, being in a foreign country, outdoors, or in a new community forces students to learn and embrace new surroundings that could trigger a crossroads opportunity. Similarly, the pedagogical strategies that might promote self-authorship encourage the student to take ownership over their education and remove the instructor as the main provider of knowledge. This dynamic shift empowers students to become cocreators of knowledge in the classroom and reverses associated roles. This could promote dissonance and make students uncomfortable.

Provocative situations are known to help students identify their values and develop on the continuum of self-authorship development. Perhaps that is also why students from marginalized communities and students who have experienced difficulties seem to have a higher aptitude for self-authorship development. This also supports a belief that infusing difficult situations into an educational context can be beneficial to students. Pizzolato (2005) studied how educators can create more opportunities for provocative moments by encouraging volitional efficacy and behavior regulation (p. 632). However, it is important to note that “externally catalyzed situations—situations where students made decisions because of an emerging, externally created situation”—did not create desired provocation (Pizzolato, 2005, p. 633). Therefore, more research is required into what contexts an educator can create a provocative moment and how an educator might “develop tasks and activities that will focus on and build students’ volitional efficacy” (Pizzolato, 2005, p. 638).

This literature review also illuminated areas for future research, including how to create provocative moments in a classroom setting that are responsive to students’ volitional efficacy, how students’ living experiences (e.g., abroad, in a residential hall, in a professional learning community, etc.) might influence their self-authorship development, and how technology can be better leveraged to support self-authorship development.

Conclusion

The purpose of this systematic literature review was to evaluate the existing literature on self-authorship development in higher education and to illuminate areas for future research to best support intentional instructional and pedagogical choices. The literature review demonstrated that there have been examples of self-authorship research in many forms and that there have been successful documented instances of self-authorship development for college students in certain contexts. These contexts include curricular and cocurricular spaces in which students' physical and emotional boundaries are pushed, encouraging them to encounter a "crossroads moment" (Baxter Magolda, 2001, p. 38). Additionally, this study suggested some pedagogical choices to foster self-authorship, including building the autonomy of the student through a learning partnership model and infusing difficult experiences into the classroom that may encourage dissonance and trigger a provocative moment. Findings of this literature review also suggest opportunities for future research, including into how living experiences may contribute to provocative moments, how technology can be better leveraged, and how educators might create classroom environments that focus on students' skills for self-authorship development.

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