<div align="center">**CONFERENCE PROPOSAL FORM**</div>

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Selected Track: Innovative practices of blended learning in the Algerian blended classroom

Title of the Paper: Promoting Learner Autonomy in Blended Learning Context in higher education

Abstract: The educational system around the world has witnessed some unplanned changes due to the Corona virus (COVID-19) pandemic. Higher educational institutions had to refer to the digital learning platforms as an alternative solution to ensure the continuation of the learning process, where the learner is supposedly responsible for his own learning. Moreover, educational institutions are witnessing a global trend in teaching that is moving towards automation. This change in the global workforce means it is crucial to prepare younger generations with a new set of skills to thrive in an ever-changing world; autonomy is one of the competencies students will need to navigate these new tools, build relationships, and be successful. The present study opted for a qualitative research method in an attempt to investigate whether a blended learning environment supports learner autonomy and which aspects of this environment help foster autonomous learning. The research at hand employed an online survey to collect data from 30 participants who took part in an online writing course for four weeks.

Key words: Online learning, autonomous learning, higher education, COVID-19 pandemic, Blended learning.