

Comparing Educational Paradigms

The Instruction Paradigm

The Learning Paradigm

Mission and Purposes

<p>Provide/deliver instruction Transfer knowledge from faculty to students</p> <p>Offer courses and programs Improve the quality of instruction Achieve access for diverse students</p>	<p>Produce learning Elicit student discovery and construction of knowledge Create powerful learning environments Improve the quality of learning Achieve success for diverse students</p>
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Criteria for success

<p>Inputs, resources Quality of entering students Curriculum development, expansion</p> <p>Quantity and quality of resources Enrollment, revenue growth Quality of faculty, instruction</p>	<p>Learning and student-success outcomes Quality of exiting students Learning technologies development, expansion</p> <p>Quantity and quality of outcomes Aggregate learning growth, efficiency Quality of students, learning</p>
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Teaching/Learning Structures

<p>Atomistic; parts prior to whole Time held constant, learning varies 50-minutes lecture, 3-unit course Classes start/end at same time One teacher, one classroom Independent disciplines, departments</p> <p>Covering material End-of-course assessment Grading within classes by instructors Private assessment Degree equals accumulated credit hours</p>	<p>Holistic; whole prior to parts Learning held constant, time varies Learning environments Environment ready when student is Whatever learning experience works Cross discipline/department collaboration</p> <p>Specified learning results Pre/during/post assessments External evaluations of learning Public assessment Degree equals demonstrated knowledge and skills</p>
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Learning Theory

Knowledge exists “out there”	Knowledge exists in each person’s mind and is shaped by individual experience
Knowledge comes in “chunks” and “bits” delivered by instructors	Knowledge is constructed, created, and “gotten”
Learning is cumulative and linear	Learning is a nesting and interacting of frameworks
Fits the storehouse of knowledge metaphor	Fits learning how to ride a bicycle metaphor
Learning is teacher centered and controlled	Learning is student centered and controlled
“Live” teacher, “live” students required	“Active” learner required, but not “live” teacher
The classroom and learning are competitive and individualistic	Learning environments and learning are cooperative, collaborative, and supportive
Talent and ability are rare	Talent and ability are abundant

Productivity/Funding

Definition of productivity: cost per hour of instruction per student	Definition of productivity: cost per unit of learning per student
Funding for hours of instruction	Funding for learning outcomes

Nature of Roles

Faculty are primarily lecturers	Faculty are primarily designers of learning methods and environments
Faculty and students act independently and in isolation	Faculty and students work in teams with each other and other staff
Teachers classify and sort students	Teachers develop every student’s competencies and talents
Staff serve/support faculty and the process of instruction	All staff are educators who produce student learning and success
Any expert can teach	Empowering learning is challenging and complex
Line governance; independent actors	Shared governance; teamwork

(“From teaching to learning: A new paradigm for undergraduate education,” Robert Barr and John Tagg, *Change*, November/December 1995, pp. 13-25)