

Teacher-centered vs. Learner-centered paradigms

Comparison of Teacher-centered and Learner-centered paradigms (<u>Learner-Centered Assessment on College Campuses</u> by Huba and Freed 2000)	
Teacher-Centered Paradigm	Learner-Centered Paradigm
Knowledge is transmitted from professor to students	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts
Professor's role is to be primary information giver and primary evaluator	Professor's role is to coach and facilitate Professor and students evaluate learning together
Teaching and assessing are separate	Teaching and assessing are intertwined
Assessment is used to monitor learning	Assessment is used to promote and diagnose learning
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors
Desired learning is assessed indirectly through the use of objectively scored tests	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like
Focus is on a single discipline	Approach is compatible with interdisciplinary investigation
Culture is competitive and individualistic	Culture is cooperative, collaborative, and supportive
Only students are viewed as learners	Professor and students learn together

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TEACHING-CENTERED versus LEARNING-CENTERED instruction <small>(Assessing Academic Programs in Higher Education by Allen 2004)</small>		
Concept	Teacher-Centered	Learner-Centered
Teaching goals	<ul style="list-style-type: none"> Cover the discipline 	<ul style="list-style-type: none"> Students learn: <ul style="list-style-type: none"> How to use the discipline How to integrate disciplines to solve complex problems An array of core learning objectives, such as communication and information literacy skills
Organization of the curriculum	<ul style="list-style-type: none"> Courses in catalog 	<ul style="list-style-type: none"> Cohesive program with systematically created opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values
Course structure	<ul style="list-style-type: none"> Faculty cover topics 	<ul style="list-style-type: none"> Students master learning objectives
How students learn	<ul style="list-style-type: none"> Listening Reading Independent learning, often in competition for grades 	<ul style="list-style-type: none"> Students construct knowledge by integrating new learning into what they already know Learning is viewed as a cognitive and social act
Pedagogy	<ul style="list-style-type: none"> Based on delivery of information 	<ul style="list-style-type: none"> Based on engagement of students
Course delivery	<ul style="list-style-type: none"> Lecture Assignments and exams for summative purposes 	<ul style="list-style-type: none"> Active learning Assignments for formative purposes Collaborative learning Community service learning Cooperative learning Online, asynchronous, self-directed learning Problem-based learning
Course grading	<ul style="list-style-type: none"> Faculty as gatekeepers Normal distribution expected 	<ul style="list-style-type: none"> Grades indicate mastery of learning objectives
Faculty role	<ul style="list-style-type: none"> Sage on the stage 	<ul style="list-style-type: none"> Designer of learning environments
Effective teaching	<ul style="list-style-type: none"> Teach (present information) well and those who can will learn 	<ul style="list-style-type: none"> Engage students in their learning Help all students master learning objectives Use classroom assessment to improve courses Use program assessment to improve programs