## Chart 1
## Comparing Educational Paradigms

| The Instruction Paradigm | The Learning Paradigm |
|---|---|
| **Mission and Purposes** | |
| ➤ Provide/deliver instruction | ➤ Produce learning |
| ➤ Transfer knowledge from faculty to students | ➤ Elicit student discovery and construction of knowledge |
| ➤ Offer courses and programs | ➤ Create powerful learning environments |
| ➤ Improve the quality of instruction | ➤ Improve the quality of learning |
| ➤ Achieve access for diverse students | ➤ Achieve success for diverse students |
| **Criteria for Success** | |
| ➤ Inputs, resources | ➤ Learning and student-success outcomes |
| ➤ Quality of entering students | ➤ Quality of exiting students |
| ➤ Curriculum development, expansion | ➤ Learning technologies development, expansion |
| ➤ Quantity and quality of resources | ➤ Quantity and quality of outcomes |
| ➤ Enrollment, revenue growth | ➤ Aggregate learning growth, efficiency |
| ➤ Quality of faculty, instruction | ➤ Quality of students, learning |
| **Teaching/Learning Structures** | |
| ➤ Atomistic; parts prior to whole | ➤ Holistic; whole prior to parts |
| ➤ Time held constant, learning varies | ➤ Learning held constant, time varies |
| ➤ 50-minute lecture, 3-unit course | ➤ Learning environments |
| ➤ Classes start/end at same time | ➤ Environment ready when student is |
| ➤ One teacher, one classroom | ➤ Whatever learning experience works |
| ➤ Independent disciplines, departments | ➤ Cross discipline/department collaboration |
| ➤ Covering material | ➤ Specified learning results |
| ➤ End-of-course assessment | ➤ Pre/during/post assessments |
| ➤ Grading within classes by instructors | ➤ External evaluations of learning |
| ➤ Private assessment | ➤ Public assessment |
| ➤ Degree equals accumulated credit hours | ➤ Degree equals demonstrated knowledge and skills |

| The Instruction Paradigm | The Learning Paradigm |
|---|---|
| **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 |