

COMPARING EDUCATIONAL PARADIGMS

The Instruction Paradigm

Mission and Purposes

- Provide/deliver instruction
- Transfer knowledge from faculty to students
- Offer courses and programs

- Improve the quality of instruction
- Achieve access for diverse students

Criteria for Success

- Learning varies
- Inputs, resources
- Quality of entering students
- Curriculum development, expansion
- Quantity and quality of resources
- Enrollment, revenue -growth
- Quality of faculty, instruction

Teaching/Learning Structures

- Atomistic: parts prior to whole
- Time held constant, learning varies
- 50-minute lecture. 3-unit course
- Classes start/end at same time
- One teacher, one classroom
- Independent disciplines, departments
- Covering material
- End-of-course assessment
- Grading within classes by instructors
- Private assessment
- Degree equals accumulated credit hours

Learning Theory

- Knowledge exists "out there"
- Knowledge comes in chunks and bits; delivered by instructors and gotten by students
- Learning is cumulative and linear
- Fits the storehouse of knowledge metaphor
- Learning is teacher centered and controlled
- "Live" teacher, "live" students required
- The classroom and learning are competitive and individualistic

- Talent and ability are rare

The Learning Paradigm

Mission and Purposes

- Produce learning
- Elicit students discovery and construction of knowledge
- Create powerful learning environments
- Improve the quality of teaching
- Achieve success for diverse students

Criteria for Success

- Learning varies
- Learning & student-success outcomes
- Quality of exiting students
- Learning technologies development.
- Quantity and quality of outcomes
- Aggregate learning growth, efficiency
- Quality of students, learning

Teaching/Learning Structures

- Holistic; whole prior to parts
- Learning held constant; time varies
- Learning environments
- Environment ready when student is
- Whatever learning experience works
- Cross discipline/department
- Specified learning results
- Pre/during/post assessments
- External evaluations of learning
- Public assessment
- Degree equals demonstrated knowledge and skills

Learning Theory

- Knowledge exists in each person's mind and is shaped by individual experience
- Knowledge is constructed, created,
- Learning is a nesting and interacting of frameworks
- Fits learning how to ride a bicycle metaphor
- Learning is student centered & controlled
- "Active" learner required, but not "live" students required
- Learning environments and learning are cooperative, collaborative & supportive
- Talent and ability are abundant

The Instruction Paradigm

Productivity/Funding

- Definition of productivity; cost per hour of instruction per student
- Funding for hours of instruction

Nature of Roles

- Faculty are primarily lecturers
- Faculty and students act independently and in isolation
- Teachers classify and sort students
- Staff serve/support faculty and the process of instruction
- Any expert can teach
- Line governance; independent actors

The Learning Paradigm

Productivity/Funding

- Definition of productivity: cost per unit of learning per student
- Funding for learning outcomes

Nature of Roles

- Faculty are primarily designers of learning methods and environments
- Faculty and students work in teams with each other and other staff
- Teachers develop every student's competencies and talents
- All staff are educators who produce student learning and success
- Empowering learning is challenging and complex
- Shared governance; teamwork independent actors

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