What I know best I have taught…

…the individuals learning the most in the typical classrooms are the teachers there. They have reserved for themselves the very conditions that promote learning:

actively seeking new information,
integrating it with what is known,
organizing it in a meaningful way, and
explaining it to others.

Page 35, Huba and Freed, Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning, 2000

First, an exercise:

1. Individually, write down five words or short phrases that come to mind when you think of:
   Student-Centered Learning
2. In small groups, select three “most important”.
3. Finally, prepare to report out one choice.

Comparison of Paradigms

Teacher-Centered
Knowledge is transmitted from professor to student. Students passively receive information.

Learner-Centered
Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, and problem solving.

Comparison of Paradigms

Teacher-Centered
Emphasis is on acquisition of knowledge outside the context in which it will be used.

Learner-Centered
Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.

Comparison of Paradigms

Teacher-Centered
Instructor’s role is to be primary information giver and primary evaluator.

Learner-Centered
Instructor’s role is to coach and facilitate. Instructor and students evaluate learning together.

Comparison of Paradigms

Teacher-Centered
Assessment is used to monitor learning. Teaching and assessing are separate.

Learner-Centered
Assessment is used to promote and diagnose learning. Teaching and assessing are intertwined.
### Comparison of Paradigms

#### Teacher-Centered
- Focus is on a single discipline.
- Emphasis is on right answers.

#### Learner-Centered
- Approach is compatible with interdisciplinary investigation.
- Emphasis is on generating better questions and learning from errors.

### Outcomes?

#### Moving away from:

Are students getting the right answer?

#### Moving to:

Can students demonstrate the qualities that we value in educated persons, the qualities we expect of graduates?

Can students gather and evaluate new information, think critically, reason effectively, and solve problems?

#### Moving to:

Can students communicate clearly, drawing upon evidence to provide a basis for argumentation?

Do students’ decisions and judgments reflect understanding of universal truths/concepts in the humanities, arts, etc.

#### Moving to:

Can students work respectfully and productively with others?

Do students have self-regulating qualities like persistence and time management that will help them reach long-term goals?