Comparison of Teacher-Centered and Learner-Centered Paradigms

From Figure 1-2 in 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.

What I know best I have taught…

…the individuals learning the most in the teacher-centered 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

Comparison of Paradigms

Teacher-Centered

Knowledge is transmitted from professor to student.

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

Students passively receive information.

Learner-Centered

Students are actively involved.

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.

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**Teacher-Centered**

Teaching and assessing are separate.

**Learner-Centered**

Teaching and assessing are intertwined.

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**Teacher-Centered**

Assessment is used to monitor learning.

**Learner-Centered**

Assessment is used to promote and diagnose learning.

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**Teacher-Centered**

Emphasis is on right answers.

**Learner-Centered**

Emphasis is on generating better questions and learning from errors.

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**Teacher-Centered**

Desired learning is assessed indirectly through the use of objectively scored tests.

**Learner-Centered**

Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.

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**Teacher-Centered**

Focus is on a single discipline.

**Learner-Centered**

Approach is compatible with interdisciplinary investigation.
Comparison of Paradigms

**Teacher-Centered**
Culture is competitive and individualistic.

**Learner-Centered**
Culture is cooperative, collaborative, and supportive.

Comparison of Paradigms

**Teacher-Centered**
Only students are viewed as learners.

**Learner-Centered**
Professor and students learn together.

Outcomes?

**Moving away from:**
Are students getting the right answer?

**Outcomes?**

**Moving to:**
Can students demonstrate the qualities that we value in educated persons, the qualities we expect of college graduates?

**Outcomes?**

**Moving to:**
Can students gather and evaluate new information, think critically, reason effectively, and solve problems?

**Outcomes?**

**Moving to:**
Can [students] communicate clearly, drawing upon evidence to provide a basis for argumentation?
<table>
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<tr>
<th>Outcomes?</th>
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<tr>
<td><strong>Moving to:</strong></td>
<td><strong>Moving to:</strong></td>
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<td>Do [students’] decisions and judgments reflect understanding of universal truths[/concepts] in the humanities and arts [etc.]?</td>
<td>Can [students] work respectfully and productively with others?</td>
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<td><strong>Moving to:</strong></td>
<td><strong>Outcomes?</strong></td>
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<tr>
<td>Do [students] have self-regulating qualities like persistence and time management that will help them reach long-term goals?</td>
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