

# **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**



# Comparison of Paradigms

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## 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

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## 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

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## 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

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## 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

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## 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.



# Comparison of Paradigms

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## Teacher-Centered

Culture is competitive and individualistic.  
Only students are viewed as learners.

## Learner-Centered

Culture is cooperative, collaborative, and supportive.  
Teachers and students learn together.



# Outcomes?

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**Moving away from:**

Are students getting the right answer?



# Outcomes?

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## **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?



# Outcomes?

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## 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.*



# Outcomes?

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## **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?



# Question for Groups

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Reflect on this morning's experience,  
or on prior experience with PBL:

What role do instructors play in a  
PBL course?

*Be prepared to report out in 5-10 min.*

# The Problem-Based Learning Cycle

**Overview** **Assessments**

**Mini-lecture**  
(as needed)

**Problem, Project,  
or Assignment**

**Whole Class  
Discussion**

**Group  
Discussion**

**Preparation of  
Group “Product”**

**Research**

**Group Discussion**

