



## Shifting from Instruction (Input) to Learning (Output)

Consider your focus—are you measuring what you put into teaching or what students understand, know, and can do at the end of the course?

The Instruction Paradigm	The Learning Paradigm
<p><b>Mission and Purposes</b></p> <ul style="list-style-type: none"> <li>○ Provide/deliver instruction</li> <li>○ Transfer knowledge from faculty to students</li> <li>○ Improve the quality of instruction</li> </ul>	<p><b>Mission and Purposes</b></p> <ul style="list-style-type: none"> <li>○ Produce learning</li> <li>○ Elicit discovery &amp; construction of knowledge</li> <li>○ Improve the quality of learning</li> </ul>
<p><b>Criteria for Success</b></p> <ul style="list-style-type: none"> <li>○ Inputs, resources</li> <li>○ Quality of entering students</li> <li>○ Curriculum development, expansion</li> <li>○ Quantity and quality of resources</li> <li>○ Quality of faculty, instruction</li> </ul>	<p><b>Criteria for Success</b></p> <ul style="list-style-type: none"> <li>○ Learning &amp; student-success outcomes</li> <li>○ Quality of exiting students</li> <li>○ Learning technologies development</li> <li>○ Quantity and quality of outcomes</li> <li>○ Quality of students, learning</li> </ul>
<p><b>Teaching/Learning Structures</b></p> <ul style="list-style-type: none"> <li>○ Atomistic; parts prior to whole</li> <li>○ Time held constant, learning varies</li> <li>○ Covering material</li> <li>○ End-of-course assessment</li> <li>○ Degree equals accumulated credit hours</li> </ul>	<p><b>Teaching/Learning Structures</b></p> <ul style="list-style-type: none"> <li>○ Holistic; whole prior to parts</li> <li>○ Learning held constant, time varies</li> <li>○ Specified learning results</li> <li>○ Pre/during/post assessments</li> <li>○ Degree equals demonstrated knowledge and skills</li> </ul>
<p><b>Learning Theory</b></p> <ul style="list-style-type: none"> <li>○ Knowledge exists "out there"</li> <li>○ Knowledge comes in chunks and bits; delivered by instructors and gotten by students</li> <li>○ Learning is cumulative and linear</li> <li>○ Learning is teacher centered and controlled</li> <li>○ The classroom and learning are competitive and individualistic</li> <li>○ Talent and ability are rare</li> </ul>	<p><b>Learning Theory</b></p> <ul style="list-style-type: none"> <li>○ Knowledge exists in each person's mind and is shaped by individual experience</li> <li>○ Knowledge is constructed, created</li> <li>○ Learning is a nesting and interacting of frameworks</li> <li>○ Learning is student centered &amp; controlled</li> <li>○ Learning environments and learning are cooperative, collaborative, &amp; supportive</li> <li>○ Talent and ability are abundant</li> </ul>

Barr, R. B., & Tagg, J. (1995). [From teaching to learning—A new paradigm for undergraduate education](#). *Change: The magazine of higher learning*, 27(6), 12-26.