



The Learning Paradigm College

L Reisser



The Learning Paradigm College:

The Learning Paradigm College John Tagg, 2003-04-04 In *The Learning Paradigm College* John Tagg builds on the groundbreaking *Change* magazine article he coauthored with Robert Barr in 1995 *From Teaching to Learning A New Paradigm for Undergraduate Education* That piece defined a paradigm shift happening in American higher education placing more importance on learning outcomes and less on the quantity of instruction As Tagg defines it Where the Instruction Paradigm highlights formal processes the Learning Paradigm emphasizes results or outcomes Where the Instruction Paradigm attends to classes the Learning Paradigm attends to students The Learning Paradigm College presents a new lens through which faculty and administrators can see their own institutions and their own work The book examines existing functional frameworks and offers a way to reenvision and recast many familiar aspects of college work and college life so that readers may better understand their learners and move toward a framework that focuses on learning outcomes Divided into five parts the book introduces the Learning Paradigm concentrates on understanding our learners provides a framework for producing learning discusses the six essential features of the Learning Paradigm college and focuses on how to become a Learning Paradigm college Eminently clear and accessible descriptions of the features of the Learning Paradigm are paired with examples of how institutions of higher education around the country are transforming themselves into Learning Paradigm colleges The Learning Paradigm College is both hopeful and realistic about what all those involved in higher education can achieve

Academe Demarcated No More: Disciplines and Interdisciplinarity Andrzej Włodarczyk, Ph.D., 2014-07-31 The purpose of this three year long multiple qualitative case study was to explore and gain an in depth understanding of the process of collaborative teaching as an alternative method of instruction in higher education It was my intention to identify distinct stages of the process and depict issues involved in it Comprehensive synthesis of acquired observations provides pedagogical and curricular insights for students faculty administrators and broader academic community in the context of existing research The collaborations were conducted by three teams of faculty members teaching in a major research university

A Learning College for the 21st Century Terry U. O'Banion, 1997-05-16 Many earlier attempts at education reform have failed causing some critics to call for a much more expansive wave of reform in which learning becomes a central focus O Banion presents an argument for the community college with its strong penchant for innovation and risk taking as the ideal forum for creating this new learning paradigm He proposes a provocative new concept called the learning college which is designed to help students make passionate connections to learning The book describes in detail the six key principles that form the definition and character of a learning college Emerging models of this concept are already in place at a handful of community colleges and six of these pioneering institutions share their initial journeys in this book O Banion provides a practical guide for community college leaders who are preparing their institutions to enter the 21st century

Establishing and Sustaining Learning-Centered Community Colleges Christine Johnson McPhail, 2005-01-31 Today's most

prominent thought leaders weigh in on the learning paradigm calling for institutional change and responsibility for learning positive outcomes This book helps leaders develop structures and processes that allow for more flexibility and creativity Explore all facets of the learning paradigm from developing a change receptive environment and engaging constituencies to strategic planning governance and more

The Social Worlds of Higher Education Bernice Pescosolido, Ronald Aminzade, 1999-03-22 This is the first comprehensive guide to teaching in the social sciences ever published Two complete works in one provides a survey of the larger institutional context and alternative perspectives on current debates in higher education as well as a comprehensive and practical guide to teaching Contains original essays by leading teachers and scholars including Craig Calhoun Teresa Sullivan Dean Dorn Paul Baker Charles Tilly Howard Aldrich Daniel Chambliss and Mary Romero The accompanying Fieldguide for Teaching includes an additional 80 articles excerpts teaching tips exercises checklists and overheads covering a complete spectrum of teaching concerns

Facilitating Deep Learning Julian Hermida, 2014-07-01 Deep learning is a committed approach to learning It is a process of constructing and interpreting new knowledge in light of prior cognitive structures and experiences which can be applied in new unfamiliar contexts Deep learning produces learning that lasts a lifetime and it results in better quality learning and profound understanding In contrast surface learning involves a dispassionate approach to learning The surface learner is not concerned with understanding Information acquired is usually lost after examinations and there is no profound understanding or knowledge construction Research studies show that most university and college students today take a surface approach to learning The purpose of this book is to show readers how to create a learning environment that promotes deep learning in their classes The book will do so by providing readers with the theoretical and pedagogical tools needed to Understand the notion of deep learning Design and implement courses that encourage students to take a deep approach to learning Design engaging and innovative teaching and learning activities that encourage students to use higher order cognitive skills to construct knowledge and negotiate meaning Implement assessment tools aimed at facilitating the deep learning process Support international and other nontraditional students to construct learning deeply The book begins with an examination of the big picture the institutional constraints that hinder a culture of deep learning From there it deconstructs the concept of deep learning and it examines every element of the deep learning process It also discusses the factors that contribute to produce a deep learning environment The rest of the chapters are about how to facilitate deep learning The book examines every component of the teaching and learning system goals performances and evaluation It discusses strategies and methods that teachers can adopt to help students learn how to read and write in their disciplines in a deep way The book also discusses the notion of inclusive deep learning environments which focus on engaging nontraditional students

The New Learning Paradigm Shelly Lynn Hess, 1998

Teaching and Learning in the College Classroom Kenneth A. Feldman, Michael B. Paulsen, 1998 This comprehensive review of classic and recent research in the area addresses issues from diverse theoretical

and philosophical perspectives including educationist feminist humanistic psychological sociological anthropological and more Each section includes quantitative and qualitative research a separate introductory essay research reports literature reviews theoretical essays and practitioner oriented articles **Quest** ,1998 **Community College Journal** ,2006

The 21st Century Community College Larry (Laurence) Johnson, Sharon T. Lobello, 1996 **The Learning Revolution** Diana Oblinger, Sean C. Rush, 1997 This is an enlightening survey of change in the teaching learning process of higher education Chapters contributed by prominent educational leaders examine how various colleges and universities are responding to today s pressing challenges particularly those concerning productivity quality access and competitiveness Technology s role in educational change is a central theme as contributors share information on its uses possibilities and benefits **The Course Syllabus** Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen, 2008-03-28 When it was first published in 1997 The Course Syllabus became the gold standard reference for both new and experienced college faculty Like the first edition this book is based on a learner centered approach Because faculty members are now deeply committed to engaging students in learning the syllabus has evolved into a useful if lengthy document Today s syllabus provides details about course objectives requirements and expectations and also includes information about teaching philosophies specific activities and the rationale for their use and tools essential to student success **Creating and Evaluating an Interdisciplinary Writing Program** Matthew William Seggaard, 2004 **Learning Spaces** Diana Oblinger, 2006 El espacio ya sea físico o virtual puede tener un impacto significativo en el aprendizaje Learning Spaces se centra en la forma en que las expectativas de los alumnos influyen en dichos espacios en los principios y actividades que facilitan el aprendizaje y en el papel de la tecnología desde la perspectiva de quienes crean los entornos de aprendizaje profesores tecnólogos del aprendizaje bibliotecarios y administradores La tecnología de la información ha aportado capacidades nuevas a los espacios de aprendizaje ya sea estimulando una mayor interacción mediante el uso de herramientas de colaboración videoconferencias con expertos internacionales o abriendo mundos virtuales para la exploración Este libro representa una exploración continua a medida que unimos el espacio la tecnología y la pedagogía para asegurar el éxito de los estudiantes **Faculty Workload Studies** Katrina A. Meyer, 1998-02-14 This report reviews the literature and discusses issues concerning college faculty workload and productivity Section 1 reviews the situation in the United States noting increased interest in faculty workload issues as a result of population pressures faltering economies and the rising costs of higher education especially of personnel Section 2 looks at the role of perceptions noting criticism by the business community and many legislators public opinion and views within higher education The third section reviews recent studies on faculty workload and productivity which suggest that faculty work long hours especially on teaching and teaching related activities though time spent in the classroom is relatively small A lack of studies examining productivity in faculty teaching and service is noted Beliefs which are barriers to solutions are discussed in the following section These beliefs include equating teaching with lecturing and holding faculty

responsible for all higher education's problems. The final section proposes some solutions. Among these are focusing on students learning, defining outputs, clarifying curricula and missions, realizing the potential of technology, realigning rewards for research and teaching, and encouraging new leaders and fresh ideas. Appended is an annotated bibliography of faculty workload studies. Contains approximately 200 references. DB Journal on Excellence in College Teaching, 2007

Fostering Student Success in the Campus Community Gary L. Kramer, 2007-11-09. This is an examination of the key issues not only on addressing changing student demographics and needs but also on aligning institutional and student expectations, connecting student-oriented services systemically, and creating and delivering services for students to achieve success on campus. Exploring The Heritage Of American Higher Education Grady E. Bogue, Jeffery A. Per, 2000. University administrators, faculty, and students of higher education will find this volume an exceptional resource for understanding the history and politics behind U.S. higher education. Unique in their presentation, the authors address the policies, debates, and criticism that have shaped higher education. **NACADA Journal**, 1998

Whispering the Secrets of Language: An Mental Quest through **The Learning Paradigm College**

In a digitally-driven earth where monitors reign great and instant connection drowns out the subtleties of language, the profound strategies and psychological nuances concealed within phrases frequently go unheard. However, situated within the pages of **The Learning Paradigm College** a captivating fictional value pulsating with raw thoughts, lies an exceptional journey waiting to be undertaken. Composed by a talented wordsmith, this enchanting opus attracts visitors on an introspective journey, gently unraveling the veiled truths and profound impact resonating within the very fabric of each and every word. Within the psychological depths of the touching evaluation, we can embark upon a sincere exploration of the book is primary subjects, dissect its captivating publishing style, and yield to the strong resonance it evokes heavy within the recesses of readers hearts.

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