

Teacher Centered	Learning-Centered
Knowledge is transmitted from professor to students.	Students construct knowledge through gathering and synthesizing information and integrating it with general skills of inquiry, communication, critical thinking, problem solving, and so on.
Students passively receive information.	Students are actively involved.
Emphasis is on acquisition of knowledge outside of the context in which it will be used.	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
Professor's role to be the primary information giver and primary evaluator.	Professor's role is to coach and facilitate. Professors and students evaluate learning together.
Teaching and assessing are separate.	Teaching and assessing are intertwined.
Assessment is used to monitor learning.	Assessment is used to promote and diagnose learning.
Emphasis is on right answers.	Emphasis is on generating better questions and learning from errors.
Desired learning is assessed indirectly through the use of objectively scored tests.	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.
Focus is on a single discipline.	Approach is compatible with interdisciplinary investigation.
Culture is competitive and individualistic.	Culture is cooperative, collaborative, and supportive.
Only students are viewed as learners.	Professor and students learn together.

Note. From "Comparison of Teacher Centered and Learner Centered Paradigms," by Huba, Mary E. and Freed, Jane, (2000) *Learner-Centered Assessment on College Campuses*, p. 5. Allyn and Bacon. See also Barr and Tagg (1995); Bonstingl (1992); Boyatzis, Cowen, Kolb and Associates (1995); Duffy and Jones (1995); and Kleinasser (1995).