

20th-Century Education

Classroom presentations and materials are typically developed in advance outside of class with teachers as primary developers

Classroom activity often focuses on the teacher as presenter and the students as audience

Classroom activity emphasizes exposition: displaying, organizing, summarizing and explaining information

The classroom is the primary site of access to course content, and access is often “linear” – students cannot typically return to previous class presentations

Students and teachers have access to one another primarily in the classroom

Discrete disciplinary boundaries are often established and preserved

21st-Century Education

Classroom presentations and materials are developed dynamically both inside and outside of class with students as codevelopers or as primary developers

Classroom activity focuses on students as participants and agents and the teacher as guide or mentor

Classroom activity emphasizes discovery and application: finding, assessing, synthesizing, and utilizing information

Access to course content is augmented by electronic sources and media, and access is often recursive or “on-demand,” allowing students to return to content when and as often as they’d like

In addition to classroom access, students and teachers have access to one another via virtual means: online discussions, email, chat, social networking, etc.

Interdisciplinary connections are encouraged and disciplinary boundaries are seen as porous or even arbitrary

Comparing 20th And 21st Century Education Paradigms

Yan Bai



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