Not Your Daddy's Band Director

Comparing 20th and 21st Century Education Paradigms

	20th Century Paradigm	21st Century Paradigm
Interaction	Mainly individual, some collaboration	Mainly collaborative, some individual
Assessment	Mainly summative with some formative	Formative with summative
Centricity	Teacher centric	Student centric
Learning Programs	Group based, some extension or remedial	Individual learning programs
Learning Program Outcomes	Assessment focused	Process and Outcomes focused
Learning Focus	Predominantly content with some process	Predominantly process with seamlessly embedded content
Teaching Approach	Just in case learning	Just in time
Learning Relevance	Low relevance to the learner Often low currency Can lack context for the learner	Relevant to learner Current and topical Has high contextual value for learner (me, group, community or global significance)
Daggett's Application Model	Low, content often relevant only to current unit of learning or course	Can be applied across several disciplines. Applicable to real life situations
Thinking Skills	Predominantly lower order ***Bloom's Digital Taxonomy*** Remember, understand and apply ***Solo Taxonomy*** Unistructural and Multistructural	Predominantly higher order Analysis, evaluation and creativity Relational and extended abstract
Technology Use	Literacy (learning about technology) Augmentative (learning with technology)	Transformative (learning through technology)
Teaching Methodologies	Stand and Deliver Instructional	Project and problem based learning Constructivist
Student Involvement in Learning	Students given content & told processes	Students construct content & develop and evaluate processes.
Feedback	Limited	Multiple sources – self, peer & teacher/mentor
Student Self-Management	Based on rules. Limited or no student input into framework	Based on moral and ethical approach Students, staff & community partnership in development
Student Promotion	Academic promotion with single level learning	Social Promotion with multi-leveling & extensive learner support
Gifted and Talented	Focus on acceleration	Focus on extension and acceleration
Learning Styles	Predominantly Read/Write & Auditory	Broad use of multiple learning styles (Visual, auditory, kinesthetic & read/write) Application of multiple intelligences

Physical Exercise	Reduction in Physical Education classes. Often supportive of single sporting code	Daily exercise and frequent use of movement within classes. Supportive of individual and team sports
Reporting Systems	Semester and Term based paper reports. A-E grade system Use of comment banks Comments often summative Limited word count available for comments	Digital format with regular timely update Criterion based with clear descriptors Focused & relevant comments with formative aspect
Timing of Learning	Traditional school timing Emphasis on 9-3 learning with homework	School times flexible and based on neurological research. Anywhere anytime learning facilitated by transformative technology use
School Design	Classrooms & laboratory Single purpose spaces	Learning commons Flexible learning spaces Casual learning spaces