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Learning paradigm and its genesis

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The paradigm that is in practice within the universities of Bangladesh is named the instruction paradigm. The instruction paradigm is an old one, and now, education researchers have found its ineffectiveness in learning. An ongoing and fundamental transition from the instruction paradigm to the learning paradigm (Barr and Tagg1995) in higher education is happening. The question is why this change is needed and this new approach should be adopted by the universities of Bangladesh. Many educators, policymakers, and sociologists argue that the purpose of universities is not to provide instruction but rather to develop learning competencies. In the instruction paradigm, the teacher's responsibility is knowing the content well and expounding it clearly. Teachers give efforts to improving the quality of instruction. They apply different teaching methods to attract students to listen to their lectures. Since the instruction paradigm is teaching-centered learning, students remain passive learners. In contrast, the learning paradigm is student-centered learning. Here, the goals for teachers are to create powerful learning environments in which students can learn how to restructure the new information and their prior knowledge into new knowledge about the content of the course and to practice using it. In nutshell, the teacher's main responsibility is to help students to learn rather than just to transfer information to the students.

We can better understand the need for shifting of the paradigm if the educational changes from antiquity to the present time can be reviewed. Before the first industrial revolution, it was an agrarian society. Education was characterized by a mode of teaching that was informal, controlled by religious institutions, and accessible only to a privileged few. Even though the society was transformed gradually from the agrarian to the first industrial revolution, it still

had little effect on education. The First Industrial Revolution began in the 18th century and it was characterized by the mechanization of the industry with limited production based on the use of oil and steam engines as a source of energy. Industries did not demand a highly educated skilled workforce. It required many unskilled workers instead. The changes in education started from the Second Industrial Revolution.

The Second Industrial Revolution was based on the organization of work and the use of electric power and machinery to promote mass production. Due to society's need to democratize education and massification, the second educational revolution brought opportunities to youths from different walks of life to receive education with formal teaching methods focused on institutions. The Third Industrial Revolution brought electronic components, computing facilities, and information technology in the industry for the automation of production tasks. Throughout the Third Industrial Revolution, information and advanced technologies gradually became integrated with education.

In the twenty-first century, which marked the Fourth Industrial Revolution, there have been tremendous advances in information technology. Using advanced technology, industries can now increase productivity and reduce the marginal cost of producing and distributing goods and services. For this, they can also reduce product prices and make a substantial profit for the investors. The economists never anticipated such a technology revolution that might achieve "extreme productivity," bringing marginal costs toward zero, making communication, energy, and transportation, likewise as many other physical goods and services, potentially all-time very cheap or nearly free, abundant and no longer subject to market exchanges in emerging sharing economics. That is now beginning to happen.

From the beginning of the third educational revolution, education researchers, and other stakeholders are constantly demanding that substantial change is essential in the ways we teach and provide learning and also how knowledge is produced and disseminated. We are now in a world where it is becoming clearer than ever that, even though the vital role that the traditional education systems have played, they are not appropriate for meeting new educational and social needs. Industries now need a workforce that has acquired the skills for critical thinking, problem-solving, communication, collaboration, and creativity, and innovation.

In the ability development process, the student himself has to take part most actively. Therefore, the mission of the education system is to form suitable conditions for that purpose and give all-around help. In the instruction paradigm, teachers usually ask questions on the delivered topics and inquire whether students can follow the lecture and understand the materials delivered. However, teachers cannot make sure that all students really understand the materials and acquire the skills to apply the knowledge in different situations. It has been realized that it is impossible to teach if a person does not want to or is not able to do this himself or herself. In the learning paradigm, faculty creates learning environments that enable students to develop knowledge through self-learning.

The teacher's role is to provide an appropriate and interactive learning environment so that the learners are willing to cooperate with others, share their understanding, negotiate and construct knowledge and skills together. Learners can understand their role, define their engagement and

pre-meditate the role they wish to play as creators in shaping a future learning experience. In the learning paradigm, teachers give more attention to the social nature (among peers) of learning rather than on students as separate, decontextualized individuals. Teachers act as facilitators and inspire their students to be aware of their own ways of learning so that they can utilize their strengths and work on their weaknesses. When a teacher serves as a facilitator, students turn into active consumers from a passive receptacle for learning.

The instruction paradigm has been dominating higher education in Bangladesh for a long time. Most of our teachers teach the way they were taught. They were taught by their teachers who used the teaching-centered paradigm, and so, they likewise use it after they have begun to teach. Discarding lectures completely from the education paradigm will create great dissatisfaction among teachers. Here, evolution is more acceptable than revolution. By reducing lecture time and retaining essential aspects of the instruction paradigm, we can implement the learning paradigm in higher education.

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