

	Teacher- Centered	Learning-Centered	Learner-Centered
Whose Knowledge Counts	Teacher's knowledge	Participants' and teacher's knowledge	Participants' knowledge
Monologue vs. Dialogue	Primarily Monologue: Passive, one-way information-sharing, with occasional end-of-session Q&A	Dialogue with substantive input and inspiration from "teacher" throughout	Dialogue among participants
Accountability	Hierarchical: Participants are accountable to the teacher	Mutual: Teacher and participants are accountable to one another; also, participants are accountable to each other (more collaborative/collegial)	Needs-based: Accountability is focused on what participants need from the session
Content vs. Process	Focus is on delivering content/information (passive, one-way method)	Focus is on experiencing content through an active process	Focus is on process through participation
Learning Styles	Primarily auditory (passive listening); some visual (watching PowerPoint)	Visual, auditory, and kinesthetic – participants are mentally, physically and verbally engaged with the material	Visual, auditory, and kinesthetic
Learning Domains	Focus is on the cognitive (ideas) domain	Engages the cognitive (ideas) domain, as well as affective (feelings) and psychomotor (actions)	Mainly suited for affective (feelings) and psychomotor (actions) learning domains
Types of Objectives	Clear teaching objectives: Teacher-focused	Clear achievement-based objectives: What learners do with the content during the event	Clear learning objectives: Participant-focused
Learner's Experience	Unless the teacher is a dynamic speaker, learning can be experienced as dull, though rigorous (and even rigid); often there is little lasting retention of content	Designed to be engaging AND rigorous, challenging, yet flexible; designed for "transfer" of skills and retention of content	This style tends to be enjoyable and energetic in the moment, but for some (especially introverts) it may not be
Typical Methods	Lectures; PowerPoint; end-of-session Q&A (sometimes)	Active learning tasks: participants (1) draw from their own experience; (2) engage with new information and skills; (3) work with the content; and (4) reflect on its relevance to their own lives (personal and professional)	Participation via role playing, games, group work, discussion
Evaluation Methods	Usually done via academic tests to gauge rote memorization of material. (However, adult education/training often bypasses this.) After training presentations, learners may be asked for feedback, though this is more to evaluate the training/trainer than what participants actually learned	Evaluation is embedded in the learning process through the achievement of objectives. Intended transfer and impact named up front and kept present throughout. Learning and teachers track the potential for applying the new content in "real world" settings	Evaluation typically consists of participants sharing their impressions of the learning experience; in some cases, participants may also actively demonstrate certain skills or knowledge to gauge learning