

G R E A T E R E X P E C T A T I O N S

A New Vision for Learning as a Nation Goes to College

Organizing Educational Principles: From the Present to the New Academy

Former or present...	modified...	present or future...
focuses on teaching	in recognition that what is taught is not always what is learned	ALSO focuses on learning
emphasizes what an educated person should know	in recognition of the explosion of available information	ALSO emphasizes where to find needed information, how to evaluate its accuracy, and what students can do with their knowledge
sees the curriculum predominantly as a conveyor of well-established knowledge	in recognition of the world's diverse complexity	ALSO interprets education as an informed probing of ideas and values
emphasizes study in a discipline	in recognition of the multi-disciplinary approach needed to understand real world problems	ALSO seeks connections within and across disciplines
emphasizes individual work	given the need to work as members of teams in the workplace and in community life	ALSO values collaborative work, particularly in diverse groups
stresses critical thinking	given the need for civic engagement in major policy decisions	ALSO links critical thinking to real-life problems, often involving contested values
promotes objective analysis	in recognition of the need to shape the rapid pace of change	ALSO develops creativity by valuing personal experience
studies majority Western cultures, perspectives, and issues	to respond to the plurality of the modern world, worldwide problems, and interdependence	ALSO learns about cultural complexity, a range of cultures, and global issues
values learning for learning's sake	to acknowledge the new role of higher education in U.S. society	ALSO celebrates practical knowledge
assumes a relatively homogeneous group of students	given the near-universality of college attendance	recognizes a diversity of students
considers higher education in isolation from primary and secondary education	given the need to build an aligned system to reach greater expectations	sees college learning as a part of a continuum with, and dependent on, the K-12 learning environment

