

More reliance on ...

- *Lecture*
- *Homework assignments*
- *Tests and quizzes*

Traditional

Contemporary

More reliance on ...

- *Collaborative work*
- *Tech-enhanced learning*
- *In-class activities to encourage analysis, synthesis, and application*

Engagement of students

Emphasis on lecture ; students sit in rows and listen passively; they rarely engage one another	← →	Emphasis on problem-solving , active feedback and discussion; students work collaboratively in class
Little use of technology, except PowerPoint	Most courses fall into a middle ground between these two approaches.	Extensive and deliberate use of technology, especially students' own devices, to aid learning
Out-of-class time spent on homework exercises, memorization and studying for exams		Out-of-class time spent on application of knowledge and preparing for face-to-face discussions and engagement

Curriculum and assessment

Individual control of courses , including course content, learning goals, and materials; little communication among instructors	Shared control of courses , with teams of instructors pooling course materials and working toward common goals; regular communication among instructors
Curriculum based on assumed general principles and historically developed prerequisites; often little attention paid to how each course fits into the broad curriculum	Curriculum based on coordinated goals of the major or department, with awareness of how each course fits into the progression of the major or degree program
Primarily uses multiple-choice tests, similar forms of evaluation	Emphasis on writing, group projects, open-ended assignments
Success determined primarily by student evaluations, normative distribution of grades, and DFW rates	Success determined by evidence of mastery of skills, as well as students' success in future courses, especially capstones