

# Table of Contents

<i>Dedication</i>	<i>v</i>
<i>About the Author</i>	<i>vi</i>
<i>Foreword</i>	<i>ix</i>
<i>Preface</i>	<i>xii</i>
<i>Acknowledgments</i>	<i>xvii</i>
<b>Part I. A New Paradigm?</b>	<b>1</b>
1. The Challenge	3
2. The Problem of Scale: Why Innovations Don't Transform Colleges	12
3. The Instruction Paradigm: Process Before Purpose	18
4. The Route to Transformation: The Learning Paradigm, Old and New	31
<b>Part II. The Foundation: The Learners and the Learning</b>	<b>39</b>
5. The Learners	40
6. Self-Theories and Academic Motivation	48
7. Approaches to Learning	62
<b>Part III. The Learning Environment of the College</b>	<b>87</b>
8. The Whole That Determines the Parts	89
9. The Cognitive Economy of the Instruction Paradigm College	102

<b>Part IV. A Design for Learning</b>	119
10. The Cognitive Economy of the Learning Paradigm College	121
11. A Learning Paradigm College Promotes Intrinsically Rewarding Goals	128
12. A Learning Paradigm College Requires Frequent, Continual, Connected, and Authentic Student Performances	155
13. A Learning Paradigm College Provides Consistent, Continual, Interactive Feedback to Students	185
14. A Learning Paradigm College Provides a Long Time Horizon for Learning	217
15. A Learning Paradigm College Creates Purposeful Communities of Practice	250
16. A Learning Paradigm College Aligns All of Its Activities Around the Mission of Producing Student Learning	280
<b>Part V. Transforming the College</b>	305
17. Barriers to Transformation	307
18. Scaffolding for Change	321
19. The Golden Rule	342
<i>References</i>	357
<i>Index</i>	373