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For some two years ago, I received an opportunity as an Executive Editor of Change to build on an article coauthored with John on Learning: A New Paradigm for College. It appeared in November 1995—and Change has ever published. The dense, delightful, and serpentine piece was judged to be, perhaps think about running some of the most important themes he addressed. Ironically, the piece was not long enough; inside it was the idea of the piece, not the presentation, which experienced a moment not unlike the one Michael Bassis, president of Ohio University, may have had about which of many parts of a new issue by saying “why not do it all?”

The Learning Paradigm College

Since the mid-1980s with the publication of Learning and Integrity in the Modern University, there has been enormous ferment around the edges of issues of integrity. Myriad movements—collaborative learning, learning assessment (to name only a few)—have grown to a cadre of dedicated followers, a core of institutions and consultants, and a deep sense that we have learned a lot from these experiences. No one who has been sioned by the groundbreaking research and experiments to occur. John tells us why the terms of our institutions—what he calls the “learning community”—won’t let us go there. So