

TABLE 3 • Four Views of Learning

There are variations within each of these views of learning and overlaps as well, especially in constructivist views.

| | BEHAVIORAL | COGNITIVE | CONSTRUCTIVIST | | SOCIAL COGNITIVE |
|-----------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Applied Behavioral Analysis <i>B. F. Skinner</i> | Information Processing <i>J. Anderson</i> | Individual <i>Jean Piaget</i> | Social/Situated <i>Lev Vygotsky</i> | Social Cognitive Theory <i>Albert Bandura</i> |
| Knowledge | Fixed body of knowledge to acquire Stimulated from outside | Fixed body of knowledge to acquire Stimulated from outside Prior knowledge influences how information is processed | Changing body of knowledge, individually constructed in social world Built on what learner brings | Socially constructed knowledge Built on what participants contribute, construct together | Changing body of knowledge, constructed in interaction with others and the environment |
| Learning | Acquisition of facts, skills, concepts Occurs through drill, guided practice | Acquisition of facts, skills, concepts, and strategies Occurs through the effective application of strategies | Active construction, restructuring prior knowledge Occurs through multiple opportunities and diverse processes to connect to what is already known | Collaborative construction of socially defined knowledge and values Occurs through socially constructed opportunities | Active construction of knowledge based on observation, interacting in the physical and social world, and developing agency—becoming more self-regulating |
| Teaching | Transmission presentation (Telling) | Transmission Guide students toward more “accurate” and complete knowledge | Challenge, guide thinking toward more complete understanding | Co-construct knowledge with students | Presenting models, demonstrating, supporting self-efficacy and self-regulation |
| Role of Teacher | Manager, supervisor Correct wrong answers | Teach and model effective strategies Correct misconceptions | Facilitator, guide Listen for student’s current conceptions, ideas, thinking | Facilitator, guide Co-participant Co-construct different interpretation of knowledge; listen to socially constructed conceptions | Model, facilitator, motivator Model of self-regulated learning |
| Role of Peers | Not usually considered | Not necessary but can influence information processing | Not necessary but can stimulate thinking, raise questions | Ordinary and necessary part of process of knowledge construction | Serve as models Ordinary and necessary part of process of knowledge construction |
| Role of Student | Passive recipient of information Active listener, direction-follower | Active processor of information, strategy user Organizer and reorganizer of information Rememberer | Active construction (within mind) Active thinker, explainer, interpreter, questioner | Active co-construction with others and self Active thinker, explainer, interpreter, questioner Active social participator | Active co-construction with others and self Active thinker, explainer, interpreter, questioner Active social participator |