

Comparison Chart of Perspectives

Construct	Behaviorist-derived	Cognitive constructive Piaget	Social constructionist Vygotsky	
Knowledge	Fixed body of knowledge to acquire	Changing body of knowledge, individually constructed in social world	Changing body of knowledge, mutually constructed with others	
Learning	What	Acquisition of facts, skills, concepts	Active construction, restructuring prior knowledge	Collaborative construction of socially/culturally defined knowledge and values
	How	Through drill and guided practice	Through multiple opportunities and diverse processes to connect to what is already known	Through socially and culturally constructed opportunities, tying to students' experience
	Where	Within individual's head	In interaction with others and environment	In collaboration with others through the social/cultural setting
Teaching	Transmission, presentation, telling (sage on the stage)	Challenge thinking toward more complete understanding (guide on the side)	Coconstruct knowledge with students by sharing expertise and understanding (actuator or learning)	
Motivation	Rewards, grades, jobs	Self-development, competence	Collective and individual development through collaboration	
Role of Teacher		Manager, supervisor	Facilitator, guide	Mediator, mentor, actuator
	Actions	Encourage on-time task completion, correct wrong answers	Create opportunities for interacting with meaningful ideas, materials, others	Construct with students opportunities for interacting with meaningful ideas, materials, others
Role of Peers	Not usually considered or rigidly structured	Not necessarily encouraged, but can stimulate thinking, raise questions	Assume part of knowledge construction, contribute to definition of knowledge, help define opportunities for learning	

Role of Student	Passive receptor of information	Active construction within mind	Active coconstruction with others and self-negotiating meaning
	Worker	Generator, constructor	Cogenerator, coconstructor, reformulator
	Active listener, direction follower	Active thinker, explainer, interpreter, questioner	Active thinker, explainer, interpreter, inquirer, active social participator
Student View of Self	Remember/forgetter, algorithm follower, worker	Sense-maker, problem solver	Sense-maker, problem solver, socially appropriate member of collective
Evidence of Learning	Products	Process of inquiry	Process of inquiry, socially competent participation in collective
	Performance: answers on worksheets, standardized tests	Performance: explanation of reasoning	Performance: explanation of reasoning, social performance over multiple sites
	Assessed in single setting at one or periodic points	Ongoing assessment	Ongoing assessment over multiple sites
Purpose of School	Transmit, reproduce a common body of knowledge	Create new knowledge, learn strategies to continue learning	Create new knowledge, learn strategies to continue learning Prepare individuals as social members with expanding repertoires of appropriate ways of interacting

Wink, J., & Putney, L. (2002). *A Vision of Vygotsky*. Boston: Allyn & Bacon, pp. 33 – 34. Table 1.1

This chart is listed in a longer discussion of the theoretical similarities and differences between Piaget and Vygotsky.

Adapted from Marshall (1992b) and Woolfolk (1998).

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