



On the Unity of Behaviourism, Cognitivism and Constructivism in Teaching and Learning

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ABSTRACT There appears to be more argument than agreement concerning whether Behaviourism, Cognitivism and Constructivism can be applied in a complementary way to classroom practice, or they are simply blatantly incompatible and mutually exclusive. This paper explores the assumptions and defining characteristics of these three educational psychologies with a view to determining whether or not they are compatible enablers for classroom practice. The review has been undertaken against an apparent lack of consensus among educationalists on an individual and collective worth of these three perspectives insofar as their applicability, relevance and appropriateness to modern-day classroom practice. The review of literature leads the author to the position that there is justification to conclusion that there is enough room and purpose in today's classroom for behaviourism, cognitivism and constructivism to co-exist and reinforce each other for the benefit of students across the diversities of instructional environments and circumstances.