

# Cognitivism

## About cognitivism

One of the first critics of [behaviorist learning theories](#) approach came from [gestalt psychologists](#) and was related to behaviorist dependencies exclusively on overt behavior. It was the gestalt views of learning that **offered a new approach to learning** that extended beyond behaviorism and set the **basic principles of what is today known** as [cognitive](#) theories. In the 1960s behaviorism as a dominant [learning paradigm](#) was replaced by cognitivism.

[Cognitive](#) approach to learning, unlike behavioral, sets the **learner as the locus of control** and not just as a passive participant. It attempts to open the “black box” of his mind and **explain complex processes** in it. Cognitivist theories emphasize the **importance of the learner**, especially **his prior knowledge and experiences** as well as **his role of an organized information processor**.

## Learning theories:

- [Social Cognitive Learning Theory](#) (Albert Bandura)
- [Assimilation Theory](#) (David Ausubel)
- [Cognitive Load Theory](#) (John Sweller)
- [Cognitive Theory of Multimedia Learning](#) (Richard Mayer)
- [Schema Theory](#) (Sir Frederic Bartlett)
- [Social Development Theory](http://www.vygotsky-robbins.com/Lev Vygotsky) ([<http://www.vygotsky-robbins.com/Lev Vygotsky>]) =====  
*Instructional design theories and learning models: =====* \*[Cone of Experience](#) (Edgar Dale)  
 \*[Concept Mapping](#) (Joseph Novak) \*[Component Display Theory](#) (Dave Merrill) \*[Elaboration Theory](#) (Charles Reigeluth) \*[Mental Model Theory Of Thinking And Reasoning](#) (Philip Johnson-Laird) \*[Scripts Theory](#) (Roger Schank) \*[Structural Learning Theory](#) (Joseph Scandura) =====  
*Critic =====* Since its development during the 1960s various critics of cognitivism have emerged, challenging its assumption that **mental functions can be compared to a information processing model**. Some authors like John Searle or Roger Penrose claim that computation, **due to its inherent limitations**, can never achieve the complexity and possibilities of mental functions and therefore cannot be successfully used to describe them. **Gödel's incompleteness theorem** or **Turing's halting problem** are often held as proves for this point of view. During the 1970s **humanism evolved as an opposing view to both behaviorism and cognitivism** beginning with the **holistic approach**, belief in the power of an individual and view **learning as a way of fulfilling his potentials**. ===== Bibliography =====  
 ===== [Cognitivism at Learning Theories. Learning Theory Cognitivism Ppt Presentation.](#)  
 ===== Read more =====  
 ===== Leidlmair, Karl. *After Cognitivism: A Reassessment of Cognitive Science and Philosophy*. Springer, 2009. Crane, T. Book review of “The Mind’s Provisions” by Vincent Descombes. *European Journal of Philosophy* 12, no. 3: p399–406. 2004.

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