

In Search of a Psychology of Teaching and Learning for the 21st Century

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ABSTRACT This paper reviews the influences of three educational psychologies – namely behaviourism, cognitivism and constructivism, on the practice of education during the 20th century up to these early years of the 21st century. The purpose of the review is to assess how far we have come, as educationalists, in understanding the various aspects of the enterprise of education – from the point of view of educational psychology. Overall, in consideration of the main arguments reviewed in this paper, the writer surmises that the search for an educational psychology for the 21st century must seriously consider the possibility of a blended or eclectic theoretical paradigm, arising out of the efforts and gains of the 20th century; that such a paradigm would emphasize the complementarity of these three perspectives, rather than focusing on their differences.