A Comparison of the Constructivist Learning Theories of Piaget and Vygotsky

	Piaget	Vygotsky
Sociocultural context	Little emphasis	Strong emphasis
Constructivism	Cognitive constructivist	Social constructivist
Stages	Strong emphasis on stages of development	No general stages of development proposed
Key processes in development & learning	Equilibration; schema; adaptation; assimilation; accommodation	Zone of proximal development; scaffolding; language/dialogue; tools of the culture
Role of language	Minimal – Language provides labels for children's experiences (egocentric speech)	Major – Language plays a powerful role in shaping thought
Teaching implications	Support children to explore their world and discover knowledge	Establish opportunities for children to learn with the teacher and more skilled peers

Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world.
Learn more about Jean Piaget: https://www.simplypsychology.org/piaget.html

Lev Vygotsky believed that cognitive development was founded on social interaction. According to Vygotsky, much of what children acquire in their understanding of the world is the product of collaboration with others.
Learn more about Lev Vygotsky: https://www.simplypsychology.org/vygotsky.html