

---

## CONSTRUCTIVISM VERSUS COGNITIV-COMPORTAMENTAL ÎN DEZVOLTAREA PROGRAMELOR DE INSTRUIRE ONLINE

**Nicolae Jurcău \***

*Universitatea Tehnică, Cluj-Napoca, România*

**Andreea Calboreanu \*\***

*Cluj-Napoca, România*

**Gheorghe-Florin Trif \*\*\***

*Universitatea Tehnică, Cluj-Napoca, România*

### Abstract

Online learning is one of the most debated subjects in the educational field. New questions are raised every day about how its efficiency could be improved. In this article we compare two modalities of online instruction design anchored in two of the most influential paradigms of learning: constructivism and cognitively-behaviourist. We applied two modules for online learning on 60 students who studied “Educational Psychology” at Technical University. For evaluation we used tests and case studies. The “constructivist group” outperformed the other group at case studies, while test results proved to be equally distributed. The reasons behind this result are: depth processing, better intrinsic motivation, free navigation access. Discussion and directions for further research are provided in the final part of the paper.

**Keywords:** *online learning, paradigms, constructivist group*

---

\* Profesor universitar doctor, D.P.P.P.D., Universitatea Tehnică, Cluj-Napoca, România.

\*\* Psiholog, licențiat al Facultății de Psihologie și Științele Educației, Universitatea Babeș-Bolyai, Cluj-Napoca.

\*\*\* Asistent universitar, D.P.P.P.D., Universitatea Tehnică, Cluj-Napoca, România.