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CHAPTER 14

Inoculation Theory

Josh Compton

After Michael Finu and I offered what was, prior to this chapter, the most comprehensive narrative review of inoculation scholarship (Compton & Finu, 2005), we concluded that inoculation, while a mature theory, was "far from retiring" (p. 136). We predicted prodigious theory development and application, and as this review will show, this happened and is happening. Researchers continue to propel inoculation scholarship forward in quantity and theoretical depth. Some scholarship confirms findings from the first years of the theory; other discoveries challenge fundamental assumptions about resistance in general and inoculation theory in particular. And all the while, the original analogy is pulled and stretched.

Inoculation theory maintains a complicated relationship with its analogical namesake. More than rhetorical flourish, the analogy was intended to serve, in the words of its creator, as inoculation's "theoretical point of departure" (McGuire, 1964, p. 222). There is a logic in analogy—as analogist (Hollvick & Thagard, 1995, p. 2) unique to theorizing with analogy—that, in inoculation theory, weaves biological resistance processes with persuasion resistance processes. While some resistance dynamics line up neatly, others have looser connections, and

still others seem, at least at first glance, to be independent of the analogy. Although one-to-one connections between characteristics of sources and targets are not requirements for analogical transfer, when they are present, they are useful (Hollvick & Thagard, 1995). After identifying purported gaps between the two resistances, some have called for reconsideration of the analogy (e.g., Wood, 2007).

Because of the historical and contemporary importance of the analogy in inoculation theory's story, the analogy will never be far from our considerations in this chapter. Initially, the chapter focuses on how the early model of inoculation held tightly to the analogy to explain how inoculation confers resistance. After considering how the chapter turns to where by tracing inoculation theory's applications in health, politics, and commerce. Next, the basic model and its analogical premises are confronted in a survey of some of the most important contemporary issues facing the theory as the chapter outlines analogical connections with mediation, moderators, and outcomes. The chapter concludes with a suggested agenda for the next generations of inoculation scholarship—an agenda that recognizes and challenges inherent assumptions of the analogy.

In: Virginia Richardson, Ed. (1997). *Constructivist Teacher Education: Building a World of New Understandings*. Falmer Press: London, pp. 3-14

1 Constructivist Teaching and Teacher Education: Theory and Practice¹

Virginia Richardson

Constructivist teaching and teacher education has clearly arrived. Discussions of these topics dominate scholarly and practitioner journals in most subject matter areas (for example, *Educational Researcher*, 23, 4, and *Journal of Teacher Education*, 43, 5). Further, constructivist approaches are reflected in national and state level policy documents designed to influence the curriculum and pedagogy of American classrooms (for example, the National Council on Teachers of Mathematics Standards), and in state and local policies. The Tucson, Arizona Unified School District, for example, is contemplating asking early elementary school teachers to throw away their mathematics textbooks and teach mathematics primarily through a constructivist approach using manipulatives.

One cannot think of constructivist teaching, however, as a monolithic, agreed-upon concept. The extent of the agreement among the various constructivist approaches is that constructivism is a learning or meaning-making theory. It suggests that individuals create their own new understandings, based upon the interaction of what they already know and believe, and the phenomena or ideas with which they come into contact. Constructivism is a descriptive theory of learning (this is the way people learn or develop); it is not a prescriptive theory of learning (this is the way people should learn).

Most constructivists would also agree that the traditional approach to teaching — the transmission model — promotes neither the interaction between prior and new knowledge nor the conversations that are necessary for internalization and deep understanding. The information acquired from traditional teaching, if acquired at all, is usually not well integrated with other knowledge held by the students. Thus, new knowledge is often only brought forth for school-like activities such as exams, and ignored at all other times.

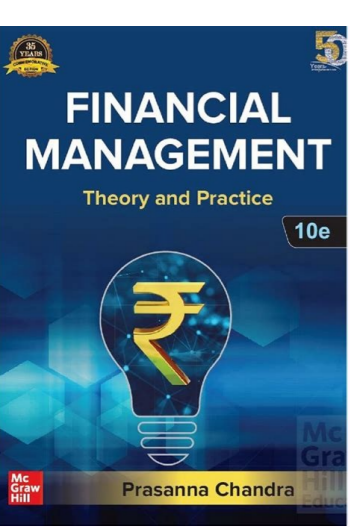
While there are important common understandings, there are also considerable disagreements. In part, these conflicts relate to the difficulty in translating a descriptive theory of learning into the practice of teaching. As we have learned in the past, this translation is not a direct procedure; both because teaching takes place in a social milieu and is not just a psychological process, and because of the myriad of individual and contextual diversities that characterize our classrooms. Further, learning does not always require a formal, educational process. There are, however, other fundamental theoretical differences in the various constructivist approaches. One area of disagreement concerns the focus

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