OBSERVATIONAL LEARNING AND THE CLASSROOM AS A SOCIAL LEARNING SPACE: IMPLICATIONS OF ALBERT BANDURA'S SOCIAL COGNITIVE THEORY

APRENDIZAGEM POR OBSERVAÇÃO E A SALA DE AULA COMO ESPAÇO SOCIAL DE APRENDIZAGEM: IMPLICAÇÕES DA TEORIA SOCIAL COGNITIVA DE ALBERT BANDURA

APRENDIZAJE OBSERVACIONAL Y EL AULA COMO ESPACIO DE APRENDIZAJE SOCIAL: IMPLICACIONES DE LA TEORÍA COGNITIVA SOCIAL DE ALBERT BANDURA

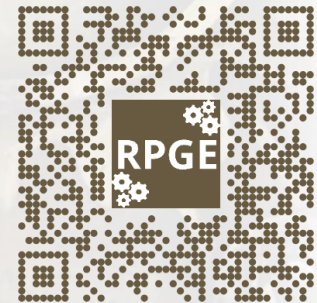Elizabeth Matos ROCHA[1]
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ABSTRACT This work presents Albert Bandura's social cognitive theory that characterizes observational learning. The aim is to elucidate aspects that exist between symbolic models and agents that refer to learning through observation in the classroom. The methodology developed used a bibliographical, narrative, exploratory review from April to June 2023, using a Boolean operator: Space AND social AND learning AND classroom AND observation AND Bandura. The research data enabled the analysis of 07 articles, distributed in Table 3 and Table 4, which corroborate the understanding of learning through observation in the classroom. The results show that the classroom, as a social learning space, is only possible because there are codes and habitus, which are schemes of production, perception, and appreciation understood by the agents and which support the symbolic representation of their roles in this space.

KEYWORDS: Learning. Social space. Observation. Classroom. Bandura.

RESUMO: Este trabalho apresenta a teoria social cognitiva de Albert Bandura que caracteriza a aprendizagem por observação. Objetiva-se elucidar aspectos existentes entre modelos simbólicos e agentes que remetem à aprendizagem por observação na sala de aula. A metodologia desenvolvida utilizou revisão bibliográfica, narrativa, do tipo exploratória, nos meses de abril a junho de 2023, utilizando operador booleano, da seguinte forma: Espaço AND social AND aprendizagem AND sala de aula AND observação AND Bandura. Os dados da pesquisa possibilitaram a análise de 07 artigos, distribuídos no Quadro 1 e Quadro 2, que corroboram para a compreensão da aprendizagem por observação na sala de aula. Os resultados mostram que a sala de aula, como espaço social de aprendizagem, só é possível pelo fato de que há códigos, habitus, que são esquemas de produção, percepção e apreciação, compreendidos pelos agentes e que sustentam a representação simbólica dos seus papéis nesse espaço.

PALAVRAS-CHAVE: Aprendizagem. Espaço social. Observação. Sala de aula. Bandura.

RESUMEN: Este trabajo presenta la teoría cognitiva social de Albert Bandura que caracteriza el aprendizaje observacional. El objetivo es dilucidar aspectos que existen entre modelos simbólicos y agentes que hacen referencia al aprendizaje a través de la observación en el aula. La metodología desarrollada utilizó una revisión bibliográfica, narrativa, exploratoria, en los meses de abril a junio de 2023, utilizando un operador booleano, así: Espacio Y social Y aprendizaje Y aula Y observación Y Bandura. Los datos de la investigación permitieron el análisis de 07 artículos, distribuidos en la Tabla 1 y Tabla 2, que corroboran la comprensión del aprendizaje a través de la observación en el aula. Los resultados muestran que el aula, como espacio social de aprendizaje, sólo es posible gracias a que existen códigos, habitus, que son esquemas de producción, percepción y apreciación, comprendidos por los agentes y que sustentan la representación simbólica de sus roles. en este espacio.

PALABRAS CLAVE: Aprendiendo. Espacio social. Observación. Aula. Bandura.

Introduction

The vision of idealistic education aimed, above all, at the training of poor and orphaned children comes from the educator Johann Pestalozzi, whose pedagogical teaching model was based on stimulating memoiristic learning focused on observation and experimentation in order to respect the maturational gradation of the child (COLETTA *et al.*, 2018).

From this same perspective, psychologist Willian James (1842-1910), defended the importance of observing teaching and learning "in the classroom to improve education", as highlighted by Santrock (2009, p. 2-3), in reading by Coletta *et al.* (2018, p. 15). More recently, in the 1980s, Canadian psychologist Albert Bandura, following the line of observation in the search for understanding learning, especially in the educational environment, presented his theory of social learning through observation, with the aim of "knowing how people influence each other and how social behaviors are acquired through imitation", as Lefrançois (2018, p. 366, our translation) appoints.

In this sense, social learning is linked to the change in behavior resulting from social interactions, which refers to "the process through which we learn" or, even, to the appropriate behaviors that are expected when complying with the rules of a given society, and, in this case, refers to "the product of learning", as Lefrançois (2018, p. 365, our translation) points out.

Bandura's theory (1986) uses both concepts developed in Skinner's operant conditioning (1954), and uses aspects of cognitive theory when, for example, it considers thought, reasoning, logic, and social behaviors.

The influence of both theories, behaviorist and cognitivist, characterize his theory of social learning through observation as a cognitive-behavioral theory since, in Bandura's view (1986), socially inserted people receive behavioral influences arising from various and varied models, whether from family members, colleagues, and teachers in the school environment, in the church, in the club, in short, wherever human interactions exist.

It can be seen, therefore, that observing the reaction of others in school interactions has been an important action that contributes to the development of human beings as a result of the potential change in behavior, as seen since Pestalozzi.

Considering those imitative behaviors, according to Bandura's theory, become an integral and important part of observational learning, this text aims to present arguments that help to elucidate aspects of Bandura's social theory that configure existing aspects between symbolic models and agents that refer learning through observation in the classroom, as a social space.

To do this, it raises some questions: How is observational learning constituted? What is a social space? In what aspects, from the perspective of conceptual adequacy, is it possible to understand the classroom as a social space? Considering that Bandura also bases his theory on the social cognitive aspect, are there elements that help to identify the space of the classroom in supporting the social formation of the mind?

For a greater understanding of these issues, in addition to this introduction, this text presents the characteristics of Albert Bandura's social cognitive theory and addresses the concepts that refer to social space and inserting the classroom in this context. This work also presents the methodological path and the discussion focusing on the viability of the classroom as a social space and its relationship with learning from the observation of others as a model.

Observational learning from Bandura's perspective

Learning, according to Lefrançois (2018, p. 5, our translation) "is defined as any relatively permanent change in behavioral potential, which results from experience, but is not caused by fatigue, maturation, drugs, injuries or illnesses".

It is important to bring the concept of learning to serve as a guide in the analysis of the influence of observing others in increasing potential and motivation that demonstrates changes in behavioral potential, that is, in what is done or what is not done.

After all, if the act of human learning can be understood, in general, as the acquisition of certain information and change in behavior, this fact certainly arises from the interaction with something or someone based on a lived experience, nevertheless, as human beings humans, we have similar biological characteristics, different personalities and different ways of thinking and learning.

Of the different types of learning, this work emphasizes that which arises from imitation through observation of a model, arising from social interaction, which, in no way, should be linked only to the act of observing and repeating, in a mechanical way, what someone else does. The knowledge resulting from observation mirrored in another person shows "that in addition to learning the observed behavior, people are capable of adapting it and thus originating new forms of behavior and exposing them when required, including in other contexts", such as point out Iaochite *et al.* (2019, p. 376, our translation).

From an observational perspective, the imitation of others must be taken as a purposeful search to grasp an attitudinal model that meets a need for communicational exchange linked to

the acquisition of certain knowledge, social acceptance, expansion of empathy with others, or even strengthening one's emotional security. Imitation, therefore, is "selective" and "is not an end in itself", as Campos (1987, p. 74) states.

Considering, therefore, imitation as an action that gives new meaning to the learning of those who imitate, Piaget (1982, p. 24-25, our translation) argues that "interindividual relations exist in germ since the second half of the first year, thanks to imitation, whose progress is in intimate connection with sensorimotor development". Piaget (1982) characterizes interindividual relationships as arising from communicational action between people. Along the same lines, Vygotsky (1994, p. 110, our translation) argues that it is "through imitation of adults and through the instruction received on how to act" that children increase not only their learning, but also their own development, as, for example, example, the acquisition of speech.

When we see that both Piaget (1982) and Vygotsky (1994), two pillars of cognitive theories, assumed in their research that human beings learn through observing others, this shows us that imitation is a strategy that influences the individual's mental development based on observable behaviors that, intentionally, stimulate cognition. Lefrançois (2018, p. 237, our translation) brings a speech, based on Piaget's research, about imitation:

> In contrast, imitation is primarily accommodation. When they are imitating, children modify their behavior according to the demands placed on them by their desire to be something they are not, or to look like someone else. Piaget argues that through imitation of activity, children's behavioral repertoires expand and gradually begin to be internalized. Internalization is, in Piaget's terminology, equivalent to the formation of mental concepts. Internalization is the process by which real-world activities and events acquire mental representation. So, first comes the activity, and then the mental representation of it. Internalization is the basis of cognitive learning.

Starting from the idea that there is a consequent action between the observation of others and, as a result, there is learning, Bandura (1986) formulated "a social cognitivist theory of human behavior", as highlighted by Lefrançois (2018, p. 366, our translation). In his theory, Bandura (1986) defends imitation, or observational learning, as a prevalent factor in an individual's social behavior.

The perspective of learning resulting from vicarious observation, according to studies developed by Albert Bandura, is related to the imitation of models, as they are inserted in contexts of associative application that involves action and reaction, given a behavior performed and a resulting consequence. However, despite bringing elements in his theory that are linked to both the behaviorist and cognitivist aspects, Bandura (1986) criticizes both theories

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and inserts elements that add different value to his own theory. Aguiar (1998, p. 64, our translation) helps us to better understand this issue:

> The distinct aspect of Bandura's theory is the inclusion of mediating processes of a cognitive nature, among which the symbolic mechanisms of self-regulation stand out in explaining the acquisition of social, verbal, motor, moral, and cognitive behaviors, considered as behavior complexes. In radical behaviorist theory, the author criticizes the construction of explanatory schemes based on a single form of behavioral control, external reinforcement, with relative neglect of other internal and vicarious variables and processes, in his view, influential. He also criticizes cognitivism for having been exclusively concerned with internal processes. He considers that a comprehensive theory of human behavior must encompass three sources of behavior regulation: control through stimuli, internal (covert) symbolic processes, and control through consequences.

These sources of behavior regulation, on the part of the model, refer to the concept of human agency, on the part of the observer, which "consists of the management that each individual makes regarding their actions", as stated by Hohendorf (2017, p. 3, our translation), inspired by Bandura. In other words, the human being, as an individual, "creates, modifies and destroys his surroundings", as highlighted by Barros and Batista-dos-Santos (2010, p. 2, our translation) in their approach to self-efficacy.

Suppose the processes of attention, retention, motor reproduction, and motivation are involved in learning by observation. In that case, such aspects are closely linked to the observing agent, that is, the agent that imitates, since it has intentionality, predictive capacity, self-reactivity, and self-reflection, as it seeks both personal and collective effectiveness, as the proposed learning scenario contains models, people (social actors), planned situations and goals to be achieved that configure teaching situations.

Lefrançois (2018, p. 384, our translation), when explaining Bandura's social theory, makes it clear that "learning by observation concerns learning by imitating models" and that "teachers use models extensively in the classroom". Considering, therefore, that the classroom is one of the geographic environments that make up the school and that, within the scope of this research, it is an important aspect due to the important interpersonal interactions that take place there during school periods, we will deal, in the next topic, with the concept of social space in order to understand it in this context.

The concept of social space and the classroom as a social learning space

The school is, notably, a social space, like so many spaces that are part of people's experiences, which, through language, express themselves culturally, intellectually, and emotionally, whether at work, at the club, or at church, among others. But what is a social space, conceptually speaking?

To answer this question, we must go beyond identifying the geographic locus, as in the case of the school that we use as an illustration of social space, and move forward in search of its conceptual foundation. To achieve this, in this research, we use the theory of the French sociologist Pierre Bourdieu (1930-2002), due to his "unique ability to synthetically reconcile pairs of opposites, such as theoretical research and empirical research, theory of structures and theory of practice" as emphasized by Rodrigues and Narciso (2019, p. 682, our translation).

This unique characteristic of Bourdieu and his interlocution with the theories of Durkheim and Weber, contribute to the conceptual practical resignification of *habitus*, "aiming to discuss the articulation between the agent and the social structure/objective conditions", as highlighted by Baldino and Donencio (2014, p. 264, our translation). The idea of *habitus* will help us understand social space. Bourdieu (2004, p. 158, our translation), considering people as agents that are part of the social system, defines *habitus* as being "the mental structures through which they apprehend the social world, are, in essence, the product of the internalization of the structures of the social world". Still on *habitus*, Bourdieu (2004, p. 158, our translation) clarifies:

> At the same time, the *habitus* is a system of schemes to produce practices and a system of schemes for the perception and appreciation of practices. And in both cases, its operations express the social position in which it was built. As a result, *habitus* produces practices and representations that are available for classification, that are objectively differentiated, but they are only immediately perceived as such by agents who possess the code, the classificatory schemes necessary to understand their social meaning.

School, from this perspective, is a system in which different perceptions and assessments of practice pass through, in which agents, more specifically, in the dialogical relationship between teacher and students, develop *habitus* precisely because they make up a symbolic system, in which each one occupies their own place of social representation. Regarding this perspective, Baldino and Donencio (2014, p. 267, our translation) emphasize that "individual habitus are products of socialization through different systems and in different spaces such as family, school, work, groups of friends". Therefore, the school is a symbolic

system, as a structuring and structured structure. This Bourdieu (1989, p. 9, our translation) he states that:

> "Symbolic systems", as instruments of knowledge and communication, can only exercise structuring power, because they are structured. Symbolic power is a power to construct reality that tends to establish a gnoseological order: the immediate meaning of the world (and, in particular, the social world) presupposes what Durkheim calls *logical conformism*, that is, "a homogeneous conception of time, space, number, cause, which makes agreement between intelligences possible."

Symbolic systems, in this way, make up the basis of social space, insofar as symbols are the instruments par excellence of "social integration", as Bourdieu (1989, p. 10) points out. Bourdieu (2004, p. 160, our translation) states that social space "presents itself in the form of agents endowed with different properties and systematically linked to each other" and that "it tends to function as a symbolic space, a space of lifestyles and of status groups, characterized by different lifestyles". Following this line of reasoning, Pinçon and Pinçon-Charlot (1999, p. 14, our translation) add that "the human being is constructed by society, by his experience in the social world". And the school, as a social institution, contributes to strengthening human identity.

The social space, therefore, under the theoretical construction of Bourdieu (2004, p. 26), is configured as a "space of historical struggles", has "agents", who develop *habitus* according to their "position in the social space" and "mental structures" that help them to understand this space. The school has these characteristics, so it is a social space. And can the classroom also be considered a social space?

As a classroom, your conceptions can be many. For Novelli (1997, p. 49, our translation), "The classroom space not only results from the teacher-student relationship, but also acts on this relationship, conditioning and domesticating it". From the perspective of Munsberg and Felicetti (2014, p. 2, our translation), "The classroom is the space in which the teacher and learner interact with each other, as both are active subjects in the teaching-learning process". In Beck's view (2016), the classroom represents a modeled educational environment, established in a physical environment, in which human interactions are presented and developed aimed at didactic exchanges, in a teaching and learning situation.

In the perceptions of the authors presented, there is a convergence of thought when they state the need for physical space and the relationships of intellectual exchange between people who play different roles. Such aspects are close to the perspective of social space identified in

Bourdieu's theory (2004), such as the presence of diverse agents that interact with each other, symbolic system, and *habitus*, so that we can see that the classroom is also a space social environment in which the exchange of knowledge takes place in a structured way.

Considering, therefore, that the classroom is a social space in which dialogical exchanges, social interactions, and *habitus*, develop in a regulated manner and are regulated by the presence of social agents, who in the classroom space are represented by the teacher and their students, social learning is configured since this paradigm influences individual and collective behaviors, taking into account the socially established rules of a classroom, such as debate, reasoning, logic, therefore referring "to the product of learning" as Lefrançois (2018, p. 365) points out.

As a social space, the classroom, from Bandura's (2001) perspective, favors the web of relationships in which the behavior of agents and the environment mutually generate influence and modification. In the next topic, we address the methodological procedure that made it possible to find current data on this topic.

Methodology

We clarify that the discussions in this article were motivated by the master's thesis linked to the Postgraduate Program in Science and Mathematics Teaching at the Federal University of Grande Dourados and resulted from joint writing by the supervisee, supervisor, and co-advisor.

To develop this research, an exploratory, narrative bibliographical review was therefore carried out (SOUSA *et al.*, 2018). To extract the data, the research used, in two moments, from April to June 2023, the Boolean operator AND with keywords, in two different perspectives, which generated Table 1 and Table 2, presented below.

Each table presents its criteria for delimiting the research, and in both, research was considered in the face-to-face classroom and elementary, secondary, and higher education. The conceptual approach to learning considered in this research is linked to the observation aspect listed by Bandura (1986), considering the influence that the student's mind suffers from the influence of the social environment and other social agents in which they are inserted.

The criteria established in the quantitative search and which generated the tabulated data were: 1. selection of texts only in Portuguese; 2. time frame from 2018 to 2023, in order to emphasize the most up-to-date literature on the topic; 3. research in databases that make their materials available free of charge, in which the following databases were chosen: Google

Scholar, Scielo.br and Science Direct; 4. choose only scientific articles, due to the possibility of obtaining more consistent research, therefore discarding other productions that returned from the search; 5. the last criterion was that the analysis of the results would be linked to the first ten pages returned from the databases consulted.

In the first search, which generated the data in Table 1, five keywords were used, highlighted in bold: **space** AND **social** AND **learning** AND **school** AND **Bandura**. The search carried out on Google Scholar returned 3140 results, with around 100 works being analyzed on the first 10 pages, so only 4 were selected due to their affinity with the object of this research. The Scielo Br database and Science Direct did not return results.

Table 1 – Only works that deal with the **school** as a social learning space

TYPE	QUANTITY - RESEARCH DONE FROM 2018 TO 2023 Keywords: **Space** AND **social** AND **learning** AND **school** AND **Bandura**		
	GOOGLE SCHOLAR - Returned 3140 works	SCIELO - 0 works returned	SCIENCE DIRECT - (works returned
Article	4	0	0
TOTAL	4	0	0

Source: Prepared by the authors

The data in Table 2 followed the same criteria and search sites as in Table 1, with the following keywords also used, highlighted in bold and using the Boolean operator AND: **Space** AND **social** AND **learning** AND **classroom** AND **observation** AND **Bandura**. From the second search undertaken, Google Scholar returned 1840 results, in which the analysis of the works obtained through the first 10 pages totaled 100 works, of which only 3 corresponded to the core of this research. The two other databases, Scielo Br and Science Direct did not return work.

Table 2 – Only works that deal with the classroom as a social space for learning through observation

TYPE	QUANTITY - RESEARCH DONE FROM 2018 TO 2023 Keywords: **Space** AND **social** AND **learning** AND **classroom** AND **observation** AND **Bandura**		
	GOOGLE SCHOLAR - Returned 1840 results	SCIELO - 0 works returned	SCIENCE DIRECT - 0 works returned
Article	3	0	0
TOTAL	3	0	0

Source: Prepared by the authors

The next topic will discuss the texts found, highlighting, however, that only those that deal with the school as a social space for learning and the classroom as a social space that favors learning through observation were considered.

Research result and discussion

The data obtained in Table 1 resulted in Table 3 presented below, which is now included in the references of this work.

Table 3 – School as a social learning space

Article Title extracted from Google Scholar	Brief description	Proximity to the object in Table 3
1. *A autorregulação e o uso de estratégias de aprendizagem no curso de licenciatura em geografia da Universidade Federal de Pelotas* (BURKET; SANTOS; DIAS, 2019).	A theoretical approach to the concept of regulated learning is provided for in Albert Bandura's Social Cognitive Theory, with extraction of results through a questionnaire and indicates the possibility of future application in the educational space.	**Total**, as it emphasizes self-regulation and involves the concept of learning through social interaction and possible application in the school educational space.
2. *Autorregulação da aprendizagem: Construto e perspectivas de intervenção na escola* (DIAS; BONELLI, 2020).	Addresses the self-regulation of learning at school, with interaction between subjects as an aspect of motivation based on the regulation of behavior.	**Total**, as it considers school as a social space that promotes self-regulation and encourages learning from collective experiences.

3. *Potencialidades da aprendizagem observacional para o ensino inclusivo em educação física* (IAOCHITEI *et al*., 2019).	Investigates self-efficacy with physical education researchers to support teacher preparation to improve their teaching, emphasizing vicarious experience.	**Total**, as it assumes learning, resulting from self-efficacy, through observation in the school environment.
4. *A influência dos pares na aprendizagem: como as atitudes e comportamentos dos colegas podem afetar a motivação e o desempenho dos alunos* (COSTA JÚNIOR et al., 2023).	Assumes the importance of peers in aiding learning and configuring social interaction, resulting in self-efficacy.	**Total**, as it considers self-efficacy in comparison with others, with potential for learning through observation.

Source: Prepared by the authors

The analysis of the four articles shows us that the authors recognize the importance of Bandura's social cognitive theory when they point out, even in their research specificities, convergent aspects that validate the role of the other in strengthening learning in a school's social environment. The four studies show symbolic models, agents that observe and imitate learned behaviors in the broader social space, whether in an undergraduate course or at school.

More specifically, the classroom as a social space result in Table 2, Table 4, presented below:

Table 4 – The classroom as a social space for learning through observation

Article Title extracted from Google Scholar	Brief description	Proximity to the object in Table 4
1. *Albert Bandura e o ensino de ciências na educação de jovens e adultos* (FARIAS, 2019).	Addresses Bandura's Social Cognitive Theory applied to EJA, in search of the scope of learning in classroom practices.	**Total**, as it seeks a more accurate look at how interactions between agents happen in the classroom space, with an emphasis on observation.
2. *Desenvolvimento Humano e o "Ser Docente": concepções a partir da experiência de educador com uma turma de sexto ano* (MORAES; PIRES; CASTRO, 2019).	The work addresses the subject as a biopsychosocial being, as their development is influenced by the environment in which they live. Highlights learning through observation of others.	**Total**, since the experiment takes place within a 6th-year classroom, it configures the approach to the topic practically and not just theoretically. Uses the term Group Tendency to strengthen social relationships.
3. *Aprendizagem, modalidades e dificuldades de aprendizagem: o trabalho de*	Conducts a bibliographical survey on learning and argues that the professional psycho-pedagogue needs	**Partial**, as Psychopedagogy is used as a magnifying glass for

prevenção do psicopedagogo na instituição (PEREIRA, 2021).	to know the learning style appropriate to the learner.	teacher and student agents in teaching and learning situations in the classroom.

Source: Prepared by the authors

Of the three articles analyzed, two treat the classroom as a space for interaction between subject agents, in the figures of the teacher and the student, considering this space as favorable to the aspect of learning through observation given the influence that the other exerts on each one of us, regardless of the area of knowledge covered.

The theoretical construct addressed in this research and reinforced with the articles analyzed show that imitative behaviors, in fact, become an integral part of learning through observation, but that this is not a passive action since the agent is active, intentional, predictable, self-reactive, self-reflective and, within the classroom, as a social space, it encourages actions to be carried out taking both the personal and collective aspects as their axis.

In the six works that had a total affinity with the search for evidence that configures the school and the classroom as social spaces, it appears that articles 1 and 2 (Table 3) show that self-regulation contributes to greater understanding and motivation of itself, at the same time as it constitutes the code used among social agents. Articles 3 and 4 (Table 3) and Article 1 (Table 4) present self-efficacy as a social code that generates in agents the effect of comparing one to another. Article 2 (Table 4) reinforces, in addition to self-efficacy, the concept of Group Tendency (KNOBEL, 1981), which, within the scope of this work, can be considered a social sign linked to the acceptance of others to establish themselves in the group. Finally, article 3 (Table 4) analyzes the subject's learning, based on the training of the psycho-pedagogue, but defends learning as a process that also involves interactions between school agents.

We see, therefore, that the codes developed by the agents are symbolic models, habitus, which function as schemes of production, perception, and appreciation of the practices that develop in the social space of the classroom and which can result in behavior change, that is, learning, individual and collective.

Final considerations

From the studies carried out in this research, we concluded that the classroom is a social space that favors learning through observation of others. The fact that there is learning through observation does not imply that the action of observation is alienating, mechanical, and devoid of reflection and positioning on the part of those observing the imitated model. Observing others to learn from others does not alienate, precisely because human intelligence deals with everyday situations all the time, which generally helps the person position themselves more consciously and efficiently (RAMOS, 2023).

Within the scope of this work, we do not use concepts linked to the flipped classroom due to the fact that we understand that it is a teaching methodology, from the same perspective of understanding as Pavanelo and Lima (2017, p. 742, our translation), when they state that it is "an educational technique consisting of two parts: interactive group learning activities in classrooms and individual computer-based guidance outside the classroom".

In any case, when applying this educational technique, when the teacher and his students meet in the classroom, as a physical or even virtual geographic space, the interactive moment of these educational actors is configured as social behavior, *habitus*, from the perspective of Bourdieu and, in this sense, it does not matter whether the teacher will answer specific questions from students or whether he will address a specific conceptual theory.

The classroom as a social learning space is only possible due to the fact that people have a sense of action to want to be and develop the symbolic representation of their roles in this space, which, naturally, requires sensory, motor and cerebral participation, since "They are agents of experiences, and not just submissive to them", as explained in Bandura's speech (2001, p. 4) apud Lefrançois (2018, p. 380, our translation).

And precisely because they are active agents, Bandura (1986), in his social cognitive theory, highlights learning by observation through the real influence of symbolic models that have intentionality, predictability, self-reactivity and self-reflection for the acquisition of learning, in search of achieving personal and collective efficacy, developing, in accordance with their symbolic models, the *habitus*.

When the teacher is aware of this theoretical universe, he can use the concept of professorial *habitus*, and realign his didactic-pedagogical practice of teaching, as Silva (2005) points out, assuming himself as a symbolic model (agent) in the social space of the room of class. This perception of a pedagogical model of looking at others, from the perspective of observation has been validated, as we have seen, by thinkers such as Pestalozzi and James. This

only highlights that both they, Bandura, and we, teachers from all periods of history, are seeking to improve teaching, learning, and education.

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