

Theorists, schools and their claims

Supported GRE teaching and original transfer practice

Identify the evidence

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Match founders and schools to their methods and claims

Use the overview measurement lesson VI for research inference.

Concepts 1 (1)

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Psychology's laboratories began in the 1870s: Wilhelm Wundt at Leipzig (1879) and William James's Harvard laboratory work. Wundt's student Titchener carried structuralism, analysing experience into elements by introspection; James's functionalism instead asked what mental processes are for, shaped by evolution. Gestalt psychologists (Wertheimer, Köhler, Koffka) rejected element analysis, arguing that organised wholes precede parts in perception.

Concepts 1 (2)

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Freud's psychoanalysis centred on unconscious conflict and early experience, with defence mechanisms and stages of psychosexual development; its claims are debated as science but shaped clinical practice. Watson's 1913 behaviourism rejected introspection for observable behaviour, and Skinner's radical behaviourism explained action by operant consequences. Horney analysed coping as moving toward, away from or against people.

Concepts 2

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The humanistic third force (Maslow's hierarchy of needs, Rogers's person-centred approach) stressed growth and self-actualisation against both psychoanalysis and behaviourism. The cognitive revolution of the 1950s restored mind as a lawful object: Miller's working-memory limits, Neisser's cognitive synthesis, and Chomsky's 1959 review arguing that Skinner's verbal-behaviour account cannot explain language acquisition.

Later traditions built on these: Bandura's social learning (the Bobo doll studies) added observation and modelling to conditioning; Beck's cognitive therapy treats distorted thinking in depression; Eysenck described personality on broad dimensions such as extraversion and neuroticism. Match each name to a claim and method, not merely to a famous phrase.

Reason through the worked case

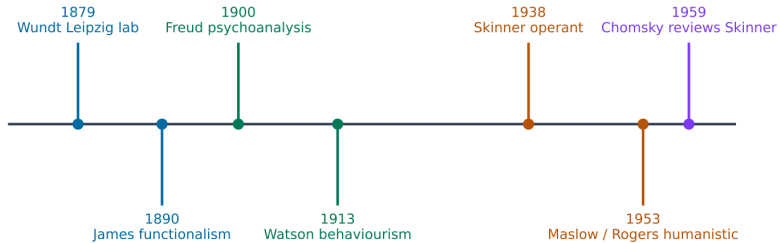
Reason through the worked case

One account studies reinforcement schedules; another models a temporary information store; a third studies the purpose a behaviour serves. Match each emphasis.

Reinforcement schedules fit a behavioural emphasis. A temporary information store fits a cognitive information-processing emphasis. Adaptive purpose fits functionalism's characteristic question. These are explanatory emphases, not a claim that a modern researcher must belong exclusively to one school.

Read the reviewed representation

Schools of psychology: name, claim and method travel together



Original schematic for Theorists, schools and their claims. Illustrative relationships and numbers are not research results.

Attempt an unfamiliar case

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An answer names a famous theorist but gives no account of the observation. Rewrite it as an explanation that could be checked, using the reinforcement case.

Pause and write the explanation before continuing.

Check the transfer argument

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If a consequence follows a target action and increases its later frequency, the account predicts more of that action under the contingency than without it. Define the action, consequence, schedule and observation period. A name alone provides no mechanism or discriminating prediction. Randomized ethical comparisons can strengthen inference. Accept a different explanation when its evidence and limits are justified.

Limit the conclusion

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Crediting one founder with founding alone, or treating psychoanalytic claims and tested cognitive findings as the same kind of evidence.

Original classroom cases are not official questions or personal clinical advice.

Check yourself

Independent retrieval

Two schools predict the same observed response. What additional evidence could discriminate their mechanisms?

Write your reasoning before comparing it with the methods and limits taught in this lesson.