**Structuralism**

**Structuralism** is one of the earliest schools of thought in psychology, founded by **Wilhelm Wundt** and later expanded by his student **Edward B. Titchener**. It aimed to understand the structure of the mind by breaking down mental processes into their most basic components.

**Key Concepts of Structuralism:**

1. **Introspection**:
   * “The careful, systematic self-observation of one’s own conscious experience is called introspection”.
   * Structuralists used a method called **introspection**, where trained participants would describe their thoughts, feelings, and sensations in great detail in response to stimuli. They would reflect on their experiences in a very controlled and objective way.
2. **Focus on Mental Structures**:
   * Structuralism focused on studying the **elements of consciousness** (sensations, images, and feelings) rather than their functions.
   * By identifying these building blocks of consciousness, structuralists hoped to map out how the mind is structured.

Felt consciousness could be broken into 3 parts:

**1. Physical Sensations 2. Feelings 3. Images**



**Functionalism**

**Behaviorism**

**Behavior** refers to any overt (observable) response or activity by an organism. **Behaviorism** is a school of thought in psychology that focuses on the study of observable behaviors rather than internal mental processes, such as thoughts and emotions.

Founded by **John B. Watson** in the early 20th century, it is believed that all behaviors are learned from the environment through experiences, it ignores anything that can’t be directly observed, and it emphasizes the role of external stimuli **(encouragement and motivation/scolding and punishment)** in shaping behavior.

**Key Principles of Behaviorism:**

* Behavior is learned through interactions with the environment.
* Learning happens through a process called **conditioning**, where behaviors become linked to certain outcomes.
* Internal mental states are not necessary to explain behavior; only observable behaviors matter.

**Types of Conditioning**

1. **Classical Conditioning**: Developed by **Ivan Pavlov**, this type of learning happens when we associate two things together. For example, if a dog hears a bell every time it’s about to be fed, it will eventually start to salivate just from hearing the bell (even without food).
2. **Operant Conditioning**: Introduced by **B.F. Skinner,** this is learning that happens through **rewards and punishments**. Behaviors can be increased or decreased depending on the consequences that follow.

**Categories of Operant Conditioning**

There are four main types of operant conditioning, based on whether something is being added or taken away, and whether the goal is to increase or decrease a behavior.

**Reinforcement:** Reinforcement is a psychology term that refers to the way behaviors increase or decrease according to whether people associate it with a positive experience (a "reward") or a negative experience (a "punishment").

1. **Positive Reinforcement**:
   * **What it is**: Adding something **good** to encourage a behavior.
   * **Example**: Giving a child a treat for doing their homework makes them more likely to do it again.
2. **Negative Reinforcement**:
   * **What it is**: Removing something **bad** to encourage a behavior.
   * **Example**: A student **doesn’t enjoy studying** in a noisy environment, so they **go to a quiet library** to study. By going to the library, they **remove the unpleasant noise**, making them more likely to study in a quiet place again in the future.
3. **Positive Punishment**:
   * **What it is**: Adding something **unpleasant** to stop a behavior.
   * **Example**: Scolding a dog when it jumps on the furniture makes the dog less likely to do it again.
4. **Negative Punishment**:
   * **What it is**: Taking away something **pleasant** to stop a behavior.
   * **Example**: Taking away a child’s video game for not cleaning their room discourages them from leaving their room messy.