

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Faculty of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Psychology		
<b>LEVEL OF STUDIES</b>	Undergraduate Courses		
<b>COURSE CODE</b>	<b>PSY-2104</b>	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	Intelligence: Theories and reflections of the study of intelligence		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	<b>3</b>	<b>4</b>	
<b>COURSE TYPE</b>	Field		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=1048">https://elearn.uoc.gr/course/view.php?id=1048</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><i>The purpose of this course is to provide a comprehensive introduction to the complex concept of Intelligence and the concern that has been developed for its structure and measurement.</i></p> <p><i>This course focuses on single-factorial, multifactorial theories of intelligence and alternative intelligence models. Issues covered include the roots of intelligence (problems with Nature vs Nurture, group differences in IQ, between-Group and within-group differences, comparisons between men and women).</i></p> <p>At the end of the course students should be able to:</p> <ol style="list-style-type: none"> <li>I. Be aware of single-factorial, multifactorial theories and alternative models of Intelligence.</li> <li>II. Understand the nature of Intelligence, its structure and measurement.</li> <li>III. Evaluate the contribution of heredity and environment in Intelligence.</li> <li>IV. Understand the origins of differences between and among groups, including sex.</li> </ol>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Data and Information' seeking, analyzing and synthesizing using the appropriate technologies.</li> <li>• Respect for diversity and multicultural.</li> </ul>

- Exhibition of social, professional and moral responsibility and sensitivity to gender issues.
- Exercise of criticism and self-criticism
- Free, creative and inductive thinking promotion.

### (3) SYLLABUS

1. Introduction. Defining Intelligence. Problems in which Intelligence is defined. Concern for Intelligence structure and measurement. The purpose of Intelligence theories. The history of Intelligence test.
2. Intelligence Theories: Single-Factor and Multifactorial Theories of Intelligence
3. Alfred Binet 's Single-Factor theory of Intelligence.
4. Spearman's two factor theory
5. Thurstone's primary mental abilities
6. Guilford's structure of intellect model
7. Fluid and Crystallized G theory
8. Carroll's Three-Stratum Hierarchy
9. Sternberg's triarchic theory of intelligence
10. Gardner's multiple intelligences theory
11. Alternative Intelligence models: a. Social intelligence, b. Practical Intelligence
12. Emotional Intelligence
13. Intelligence: Nature vs Nurture: Intelligence and genes.
14. Between-Group and within-group differences. Gender and Intelligence. Flynn effect.
15. Intelligence and its measurement. Concern for intelligence test. Test performance and affecting factors. Heredity. Environment. Social and culture factors. Limitations and errors in intelligence assessment.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face.		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching Use of e-learn for the support of teaching and the achievement of learning outcomes, and for communicating with students.		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>	<b>ECTS credits</b>
	<i>Lecture</i>	39	1,56
	<i>fieldwork</i>	8	0,32
	<i>Study and analysis of bibliography</i>	50	2
	<i>Final written exams</i>	3	0,12
	<b>Course total</b>	<b>100</b>	<b>4</b>

<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Written Exams (100%)</p> <p>Assessment is in Greek. For Erasmus students in English.</p> <p>The evaluation criteria are constantly accessible to students via the website of the course</p>
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## (5) ATTACHED BIBLIOGRAPHY

### Basic

- Hayes, N. (2011). *Introduction to Psychology* (Ed. in Greek: A. Kostaridou-Efkleidi, pp. 353-408). Athens: Pedio.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (Eds.) (2012). *Psychology* (Eds.: S. Vosniadou et al., chapt. 9, pp. 453-480). Athens: Gutenberg..
- Gardner, H. (1995). Reflections on multiple intelligences. Myths and messages. *Phi Delta Kappan*, 77, 200-209.
- Neisser, U. (1996). Knows and Unknowns. *American Psychologist*, 51(2), 77-101.
- Nisbett, R.E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D.F. & Turkheimer, E. (2012). Intelligence: New Findings and Theoretical Developments. *American Psychologist*, 67(2), 130-159.
- Triliva, S. & Poulou, M. (2004). Emotional Intelligence: Definitions, conceptual models and concern. *Eleftherna*, 1, 275-295.
- Tsaousis, I. (2008). Measuring trait emotional intelligence: development and psychometric properties of the Greek Emotional Intelligence Scale (GEIS). *Psychology*, 15(2), 200-218.

### Supplementary

- Clark, C. M., Lawlor-Savage, L., & Goghari, V. M. (2016). The Flynn Effect: A Quantitative Commentary on Modernity and Human Intelligence. *Measurement: Interdisciplinary Research and Perspectives*, 14(2), 39–53.
- Mayer, J. D., Salovey, P. & Caruso, D. R. (2004). Emotional Intelligence: Theory, findings, and Implications. *Psychological Inquiry*, 15(3), 197–215.
- Mellon, R. (1998). *Psycho-diagnostic Methods*. Athens: Ellinika Grammata (in Greek).
- Shaffer, D. R. (2004). *Developmental Psychology: Childhood and Adolescence* (Ed.: E. Makri-Botsari, pp. 312-344). Athens: Ellin (in Greek).
- Steel, C. M., & Aronson, J. (1995). Stereotype Threat and the Intellectual Test Performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797-811.
- Sternberg, R. (2000). *Handbook of Intelligence*. Cambridge University Press.
- Sternberg, R. J., & Kaufman, S. B. (2011). *The Cambridge Handbook of Intelligence*. Cambridge University Press.
- Toivainena, T., Papageorgiou, K.A., Tosto, M.G., Kova, Y. (2017). Sex differences in non-verbal and verbal abilities in childhood and adolescence. *Intelligence*, 64, 81-87.