

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-2104	SEMESTER	3 rd
COURSE TITLE	Intelligence: Theories and reflections of the study of intelligence		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, video demonstrations, case studies, Screening tool simulations, team activities	3	4	
COURSE TYPE	Scientific area-Elective		
PREREQUISITE COURSES:	None		
LANGUAGE INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6147		

(2) LEARNING OUTCOMES

Learning outcomes
<p>This course provides an examination of the theories and models of intelligence, the methodologies for its assessment, and the critical issues arising from its measurement. Furthermore, students will explore genetic and environmental influences, as well as the origins of observed disparities in cognitive performance both between and within diverse groups.</p> <p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> i. Comprehend the fundamental definitions and theoretical frameworks of intelligence, including their historical and epistemological origins. ii. Analyze the Educational and Societal Implications of cognitive performance data and understand how these outcomes shape policy and practice. iii. Elucidate the Influence of Socioeconomic and Cultural Factors on standardized test performance, recognizing the interplay between environmental variables and psychometric results. iv. Examine the Etiology of Group-Based Disparities, critically addressing observed variances in cognitive performance across diverse populations, including gender-based and inter-group differences. v. Cultivate Social Sensitivity and Apply Social Justice Frameworks when interpreting differential test performance, ensuring that ethical considerations guide the application of psychometric data. vi. Formulate Nuanced Judgments regarding Intelligence that integrate rigorous reflection on pertinent social, scientific, and ethical discourses
General Competences

- Seeking, analyzing and composing data and other information through the development of appropriate skills and knowledge
- Adapting to new situations
- Respect for diversity and multi-culture
- Building social, professional and moral responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

1. Introduction. The concept of Intelligence.
2. A history of research on Intelligence. The concept of Intelligence in different cultures.
3. Alfred Binet 's Single-factor theory of Intelligence. Spearman's two-factor theory and Thurstone's primary mental abilities.
4. Taxonomy of Intelligence Theories. The Psychometric Approach. Cattell-Horn theory. Analysis of Fluid Intelligence and Crystallized Intelligence. Carroll's three-stratum theory: A hierarchical model of cognitive abilities.
5. The Cattell-Horn-Carroll (CHC) model. Overview of Raven's Progressive Matrices and the Weschsler Scales (WISC-V, WPPSI). Critical evaluation.
6. Alternative Perspectives: Triarchic Theory of Intelligence. Successful Intelligence (R. Sternberg)
7. Gardner's theory of multiple intelligences. Emotional Intelligence.
8. Determinants of Intelligence: Nature vs Nurture: Genetic foundations, environmental influences. The impact of the social-culture background.
9. Between-Group and within-group differences. Gender and Intelligence.
10. The Flynn effect and the Negative (Anti-Flynn) effect.
11. Constraints and errors in intellectual assessment.
12. Synthesis and evaluative feedback.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in class.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • Use of ICT in teaching • Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform <p>Use of e-mail in communication with students</p>		
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS credits</i>
	Lecture	39	1,56
	Independent study	60	2,4
	Final written exams	3	0,12
	Course total	100	4

STUDENT PERFORMANCE EVALUATION	<p>Written final exam: Elaborative questioning, and problem-solving questions (100%)</p> <p>Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform. In addition, they are presented during the introductory lecture.</p>
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(5) ATTACHED BIBLIOGRAPHY

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.

Sternberg, R. J. (2020). *The Cambridge Handbook of Intelligence* (2nd ed.). Cambridge University Press.

Sternberg, R. J., & Kaufman, S. B. (2011). *The Cambridge Handbook of Intelligence*. Cambridge University Press.

Related scientific Journals

-*Intelligence*,

-*Journal of Intelligence*