COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**PSY-3214**	**SEMESTER**	6th
COURSE TITLE	**The contribution of intelligence research in Education**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures, Case Studies,Screening Tool Simulations, Group Activities	3	6

COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*	Skill Development-Laboratory
PREREQUISITE COURSES:	Research Methodology in Social Studies I
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5493

2. LEARNING OUTCOMES

Learning Outcomes

The primary objective of this laboratory course is the in-depth understanding and application of intelligence research and theories within educational settings. By bridging the gap between theoretical knowledge and practical implementation, the course explores various methodologies for enhancing intelligence in the school environment.
Specifically, students will: a. investigate the correlation between intelligence and academic achievement, b. apply theories of intelligence to student learning and assessment processes, c. develop proficiency in the administration and scoring of psychometric instruments, d. familiarize themselves with alternative assessment frameworks—such as dynamic assessment and Response to Intervention RTI)—to bolster student learning and performance.

Upon successful completion of this course students are expected to:

- critically understand how intelligence research informs instructional design, learning, and achievement assessment.
- engage with foundational and contemporary literature regarding the application of intelligence theories in educational practice.
- design intervention programs aimed at enhancing learning based on established intelligence frameworks.
- gain technical competence in using both psychometric scales and alternative assessment

modalities.

- critically reflect on the ethical and educational implications of relying exclusively on standardized psychometric testing for the assessment of intelligence.

General Competences

- Seeking, analyzing, and composing data and other information through the development of appropriate skills and knowledge
- Adapt to new situations and apply knowledge in diverse contexts
- Teamwork
- Working independently
- Respect for difference and multiculturalism
- Demonstrate social, professional, and moral responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

3. SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], and Basic Preparation for Career Decisions and Professional Development [5].**

(Weeks 1–5). During the initial five weeks, the professor will present the core concepts and theories that serve as the laboratory's foundation. [1, 2, 3, 4, 5]

A. Introduction. Overview of foundational elements. Formation of collaborative working groups [1, 4, 5]
B. The concept of Intelligence: Theories and taxonomic classifications. [1, 2]
C. The relationship between Intelligence and academic achievement: Investigating moderating factors.[1, 2, 3, 4]
D. Teacher and student perceptions regarding the nature of intelligence: Implications for pedagogy and learning. [1, 2]
E. Cattell-Horn-Carroll (CHC) theory and its educational applications. [1, 2]

(Weeks 6–8). In the subsequent stage, students engage in collaborative group work, role-playing scenarios, and structured laboratory exercises.

A. Practical training in the administration of psychometric instruments through role-playing to master the assessment process.[1, 2, 3, 4]
B. Implementing Robert Sternberg's theory of Successful Intelligence in instruction, learning, and assessment. [1, 2, 3, 4, 5]
C. Implementing Howard Gardner's theory of Multiple Intelligences in instruction, learning, and assessment.[1, 2, 3, 4]
D. Alternative assessment modalities for enhancing student learning and performance: Laboratory exercises on Dynamic Assessment and Response to Intervention (RTI) in educational settings. [1, 2, 3, 4, 5]

(Weeks 9–13). The final stage is dedicated to student presentations and the synthesis of acquired knowledge.

A. Formal presentations of student projects. [1, 2, 3, 4, 5]
B. Concluding remarks, synthesis of findings, and comprehensive feedback session. [1, 2, 3, 4, 5]

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face in class

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</td><td>

- 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
- Use of e-mail in communication with students

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<tr><td>TEACHING METHODS</td><td>

<table>
<tr><th>Activity</th><th>Semester Workload (hours)</th><th>ECTS</th></tr>
<tr><td>Course meetings</td><td>39</td><td>1.56</td></tr>
<tr><td>Weekly activities</td><td>35</td><td>1.40</td></tr>
<tr><td>Project preparation and oral presentation</td><td>26</td><td>1.04</td></tr>
<tr><td>Preparation for the final essay</td><td>50</td><td>2.00</td></tr>
<tr><td>Course Total</td><td>150</td><td>6.00</td></tr>
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<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>

The final grade for this lab is determined by the following components:

Weekly Laboratory Participation (20%): Active engagement in weekly laboratory activities and practical exercises.

In-Class Presentations (30%): Oral presentation of assigned projects during the scheduled laboratory sessions.

Group Project (50%): A collaborative literature-based research paper (approximately 6.000–7.000 words).

Detailed assessment rubrics and criteria are presented during the introductory lecture.

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5. ATTACHED BIBLIOGRAPHY

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

Thomas, M. S. C., Mareschal, D., & Dumontheil, I. (2020). *Educational Neuroscience Development. Across the Life Span*. Routledge.

Weiss, L. G., Saklofske, D. H., Holdnack, J. A., & Prifitera, A. (2019). *WISC-V: clinical use and Interpretation* (2nd edition). Elsevier.

-Related scientific journals:

- Intelligence,

-Journal of Intelligence