

George Mason University
College of Education and Human Development
Graduate School of Education

EDEP 653, Section 001: Culture and Intelligence
3 Credits, Spring 2019
Wednesdays 4:30 – 7:10 p.m., West Building 1007 – Fairfax

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Explores different theoretical perspectives on intelligence as they relate to individual and cultural differences. Examines issues related to heritability and measures of intelligence, and intelligence in the cultural context.

Course Overview

EDEP 653 promotes a comprehensive view of definitions and theories of intelligence by taking a global and multi-cultural perspective. The focus will be on each student approaching the issue of assessing or measuring intelligence from a personal design perspective.

Non canonical (i.e., non Anglo-US) perspectives, and recent findings from a range of sciences emphasize dimensions that consider more personal, situated and cultural aspects including theories of creativity, wisdom and happiness. The course also explores the educational implications of theories of intelligence.

Course Delivery Method

The course will be delivered through a variety of face-to-face, and individualized instructional approaches. During class meetings, there will be large group, small group, and individual activities. The classes involve research, use of professional web sites, discussions, peer review, email with the instructor and classmates, readings, writing reflections, and other assignments. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is

required for the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class. Please note that because you have much to learn from each other, and because learning and teaching are often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching and researching skills.

Students are encouraged to independently study topics from the list here, (or other topics with instructor approval). Among the **list** of topics to consider are: creativity, problem solving, “multiple intelligences”, wisdom, successful intelligence with classroom implications, “collective IQ,” self-regulation, attentional processes, non-Western views of intelligence, diversity issues, and the role of emotions in defining intelligence. During the semester, 10 topics will be actively discussed in class sessions as part of “deep dives” – more substantive explorations of each topic. As time allows, class sessions may include creative problem solving tasks assigned by the instructor.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Students will be able to develop an understanding of the educational implications of theories and research on intelligence as they relate to culture
2. Students will be able to understand the historical context of research on cultural differences in intelligence
3. Students will be able develop a basic understanding of alternative methods and intelligence as they relate to culture
4. Students will be able to discuss the educational challenges associated with assessment on intelligence
5. Students will be able to understand factors associated with cultural differences in intelligence
6. Students will become familiar with misconceptions about cultural group differences in intelligence
7. Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

Program and Professional Standards

Upon completion of this course, students will have met the following program standards:

Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.

Standard 2: Application of Cognition, Motivation, and Development Knowledge. Candidates will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction in applied settings.

Standard 3: Knowledge of Educational Research and Assessment. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.

Standard 4: Analysis, Critique, and Evaluation of Educational Research. Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.

Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrated critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Article abstracts, d. Research proposals, e. Literature reviews, and f. Technological skills.

APA Standards

The program goals are consistent with the following Learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

Upon completion of this course, students will have met the following professional standards:

1. Principle 1: The Nature of Learning Process
2. Principle 2: Goals of the Learning Process
3. Principle 3: Construction of Knowledge
4. Principle 4: Strategic Thinking
5. Principle 5: Thinking about Thinking
6. Principle 6: Context of Learning
7. Principle 10: Developmental Influences on Learning
8. Principle 11: Social Influences on Learning
9. Principle 12: Individual Differences on Learning
10. Principle 13: Learning and Diversity

Recommended Texts:

Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. New York: Viking Penguin.

Sternberg, R. J. & Kaufmann, S. C. (Eds.) (2011). *Cambridge handbook of intelligence*. Cambridge, UK. Cambridge University Press. ISBN 978 0 521 51806 2

Sternberg, R. J. (Ed.) (2007). *Wisdom, intelligence and creativity synthesized*. Cambridge, UK. Cambridge University Press. ISBN 978 052 1002714

Sternberg, R. J. & Grigorenko, E. L. (2007). *Teaching for Successful Intelligence: To Increase Student Learning and Achievement*. Thousand Oaks, CA. Corwin Press. Gould, S. J. (1996).

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Additional Sources:

In preparation for class meetings and to broaden your perspective on all aspects of intelligence and creative behavior in action, you may find these resources useful:

- *American Psychological Association* (e.g., <http://www.apa.org/education/k12/curricular-materials.aspx>; <http://www.apa.org/education/undergrad/diversity.aspx>)
- *International Society of the Learning Sciences* (webinars for different takes on some of the topics we will discuss in class): <http://isls-naples.psy.lmu.de/intro/all-webinars/index.html>
- *GMU Library Info Guides for Education*: http://infoguides.gmu.edu/sb.php?subject_id=27294
- *PsycNet*: <http://psycnet.apa.org/index.cfm?fa=search.defaultSearchForm>
- *National Resource Council*: <http://sites.nationalacademies.org/DBASSE/index.htm>
- *What Works Clearinghouse* (reviews of studies with judgments of quality): <http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx>
- *NSF Award Abstracts* (nice source of research activity that's in process but not yet published): <http://www.nsf.gov/awardsearch/>

Other resources:

- <https://stearnscenter.gmu.edu/teaching/student-support-resources-on-campus>
- <http://www.timssvideo.com/us87-from-timss-1995-video-study#tabs-2>
- STEM videos on learning
- <http://stemforall2018.videohall.com/presentations>
- <http://stemforall2018.videohall.com/presentations/1141>
- <http://stemforall2017.videohall.com/>
- <http://stemforall2016.videohall.com/presentations#/winners/id=winners>
- <http://resourcecenters2015.videohall.com/presentations#/winners/id=winners>
- *American Psychological Association*: <http://www.apa.org/ed/schools/cpse/>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, soft copy, hard copy).

All written assignments should be posted through the assignment folder on Blackboard.

- **Assignments and/or Examinations**

1. Article Critiques: Students will critique and evaluate three articles that examine various aspects of culture and intelligence. At least one should be a quantitative treatment, and at least one a qualitative treatment. You may choose from the articles supporting the various themes, those assigned in class (or substitute others with approval). Three pages for each article, single-spaced. The first critique is due week 7. Feedback will be given after submitting the first critique. The other two critiques are due week 11; see Blackboard for upload links. Critique papers must adhere to the APA Publication Manual Guidelines.

2. Individual Research Paper:

Each student will write a comprehensive literature review and considered analysis examining how one of the themes in the course illuminates different cultural definitions of intelligence. Among the list of topics (discussed during class) to consider are: creativity, problem solving, “multiple intelligences”, wisdom, successful intelligence with classroom implications, “collective IQ,” self-regulation, attentional processes, non-Western views of intelligence, diversity issues, and the role of emotions in defining intelligence. Students may frame their analysis of the construct of intelligence from the perspective of one or more theories of learning, such as sociocultural or situated cognition or other theory of learning. The paper should be double-spaced, with standard margins, and use 12-point font. All research papers must adhere to the APA Publication Manual Guidelines.

Each paper should have an abstract, an introduction, main body, and a summary/conclusion section. Papers should 18-20 pages, double-spaced, not including references or abstract.

3. Group presentation on students’ perspective on intelligence. In discussion with the instructor, students will form groups to present on the topic agreed with the instructor. Based on the reading and other sources (e.g., examples of cultural practices sourced from the Internet or otherwise) the group will prepare a presentation, which should use the following sections: (1) the perspective taken on definitions and theories of intelligence; (2) the influence(s) of this definitions on theories of intelligence; (3) current research in the topic; (4) a description of how intelligence might be measured (or not) from this perspective; (5) what the implications are for theorizing about intelligence, and (6) any implications for teaching or learning. Time will be allowed for questions and answers, and there will be opportunity for class discussion following each presentation.

4. Class Participation: Because of the importance of lecture, discussion, and online participation in the total learning experience, students are encouraged to both attend and participate during in person classes and any online activities regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of behavior will reflect the professional attitude implied in the course goals. If students miss a class, they must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

- **Grading**

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| Article Critiques (3) | 30 points total (10 points each) |
| Research Paper | 30 points |
| Group Presentation | 30 points |
| In Class/Online Assignments, Participation, and Attendance | 10 points |
| Total | 100 points |

- **Grading Scale**

A = 93 -100%

B- = 80-82%

A- = 90-92%

C = 70-79%

B+ = 88-89%

F = Below 70%

B = 83-87%

- Note:

- o All written assignments must be typed and must follow APA format
- o Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 5% of the award for every day that it is overdue.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

| Date | Class Activity | |
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| | Readings/multimedia | Assignments |
| Session 1 Jan. 23 | <p>Guest instructor: Dr. Barry Sloane, National Science Foundation. Please see syllabus, assignments and review materials on Blackboard.</p> <p><i>Introduction to course, description of syllabus; an exploration of students' beliefs about intelligence with detail about the cultural background that supports these beliefs or assumptions.</i></p> <p>Create a Word document to serve as a "Designer's workbook for culture and intelligence" for the semester. See Blackboard for further details.</p> | <p>Reminder:</p> <p>Incomplete work from Fall 2018 due to the prior Instructor by March 29!</p> |

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| <p>Session 2 Jan. 30</p> | <p>Group and individual discussion and selection of student topics... pick from: creativity, problem solving, “multiple intelligences”, wisdom, successful intelligence, “collective IQ,” self-regulation, attentional processes, non-Western views of intelligence, diversity issues, and the role of emotions in defining intelligence (or other topic agreed with the instructor. (Extended class and small group discussion).</p> <p>Initial team-formation. Early discussion of roles. How to use your “designer workbook” this semester.</p> <p>Review Blackboard readings for each topic (by folder).</p> | |
| <p>Session 3 Feb 6</p> | <p><i>Deep dive 1.</i> Review of key papers on the importance of attentional capacity for decision-making, and problem solving.</p> <p>Group and individual discussions about how findings about attentional capacity may influence how you think about your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> <p>See papers on attentional capacity on Blackboard.</p> | <p>Discussion of student topics/papers</p> |
| <p>Session 4 Feb 13</p> | <p><i>Deep dive 2.</i> Review of key papers on the importance of “collective IQ” for creativity decision-making, and problem solving.</p> <p>Group and individual discussions about how findings about collective IQ may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence. See papers on “collective IQ” on Blackboard.</p> | <p>Discuss papers</p> |

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| Session 5 Feb. 20 | <p><i>Deep dive 3.</i> Review of key papers on the importance of “multiple intelligences” for theorizing about theories of intelligence.</p> <p>Group and individual discussions about how findings about “multiple intelligences” may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> <p>See papers on “multiple intelligences” on Blackboard.</p> | Discussion of student topics and papers |
| Session 6 Feb 27 | <p><i>Deep dive 4.</i> Review of key papers on the importance of creativity for theorizing about theories of intelligence.</p> <p>Group and individual discussions about how findings about creative capacity may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> | First article reviews due by next week; quantitative (upload to BBoard) |
| Session 7 March 6 | <p><i>Deep dive 5.</i> Review of key papers on the importance of Sternberg’s idea of successful intelligence with classroom implications for theorizing about theories of intelligence.</p> <p>Group and individual discussions about how findings about how the ideas about successful intelligence may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> | <p>Upload quantitative critiques by midnight</p> <p>Discussion of student topics and papers</p> |
| Spring Break March | NO CLASS | |
| Session 8 March 20 | <p><i>Deep dive 6.</i> Review of key papers on the importance of wisdom for theorizing about theories of intelligence.</p> <p>Group and individual discussions about how findings about how the ideas about wisdom may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> <p>See papers on wisdom studies on Blackboard.</p> | Discussion of student topics and papers |
| Session 9 March 27 | <p><i>Deep dive 7.</i> Review of key papers on the importance of emotional intelligence for theorizing about theories of intelligence.</p> <p>Group and individual discussions about how findings about how the ideas about emotional intelligence may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> | Discussion of student topics and papers |

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| | See papers on “emotional intelligence” on Blackboard. | |
| Session 10 April 3 | <p><i>Deep dive 8.</i> Review of key papers on the importance of definitions of intelligence from different cultures for theorizing about theories of intelligence. Group and individual discussions about how findings about how the ideas about non-Western views of intelligence may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> <p>See papers on non-Western views on intelligence on Blackboard.</p> | Discussion of student topics and papers |
| Session 11 April 10 | <p><i>Deep dive 9.</i> Review of key papers on the importance of diversity, especially different ethnic and historical perspectives for theorizing about theories of intelligence. Group and individual discussions about how findings about how the ideas about non-dominant cultural views of intelligence may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> <p>See papers on diversity and historical perspectives on Blackboard.</p> | Second article reviews due; qualitative (upload to BBoard) |
| Session 12 April 17 | <p><i>Deep dive 10.</i> Review of key papers on the importance of self-regulation for theorizing about theories of intelligence. See papers on self-regulation on Blackboard.</p> | |
| Session 13 April 24 | Student Presentations and Reports: Your perspectives on intelligence. Class discussions; questions and answers. | |
| Session 14 May 1 | Student Presentations and Reports: Your perspectives on intelligence. Class discussions; questions and answers. | |
| May 8 | <p>Final Research Paper Due. Be sure to name all the authors on the front page, and to have each individual student indicate which particular section is theirs. Let me know if you have questions.</p> <p>Final group presentation slides with all student names due via Blackboard by midnight.</p> | Final research paper due. Upload to BBoard Subject: “EDEP 653 Spring 2019” |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

ASSESSMENT RUBRIC FOR ARTICLE CRITIQUE (10 points per article * 3)

| Criteria | Excellent | Adequate | Needs Significant Changes |
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| APA Style | No significant errors (1) | Contains some significant errors in style (.5) | Paper does not adhere to APA-Style format (0) |
| Abstract | Conveys clearly and sequentially the content of paper (1) | Gives a general overview of paper topic, but no sequential elaboration of contents (.5) | Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (0) |
| Discussion of the studies | Clearly analyzes study design, assumptions, claims, quality of evidence, and conclusions. Analyzes studies as part of a specified framework on culture and intelligence (3) | Documents study design, assumptions, claims, type of evidence, and lists conclusions. Fails to analyze the studies' claims within a specified framework on culture and intelligence (2) | Primarily repeats material in the studies without analysis, critique or interpretation (1) |
| Writing | Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (2) | Paper conveys the main points of the topic (1) | Errors in style format make it difficult to appreciate the content of this paper (0) |

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| Interpretation | Insightful, original synthesis, goes beyond the scope of the literature (3) | Analytical, draws logical conclusions based upon evidence from literature (2) | Paper primarily repeats interpretations/ conclusions of others (1) |
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ASSESSMENT RUBRIC FOR PAPER [30 points]

| Criteria | Excellent | Adequate | Needs Significant Changes |
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| Peer Reviewed Research | Contains analysis of multiple pertinent empirical studies (2) | Contains analysis of a small number empirical studies, some of which are not related to the topic (1) | General discussion that fails to analyze an adequate literature review (0) |
| APA Style | No significant errors (1) | Contains some significant errors in style (.5) | Paper does not adhere to APA-Style format (0) |
| Abstract | Conveys clearly and sequentially the content of paper (2) | Gives a general overview of paper topic, but no sequential elaboration of contents (1) | Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (0) |
| Analysis and discussion of the studies | Creatively analyzes empirical research and relates it to the construct of intelligence. Analyzes studies as part of a specified framework on culture and intelligence (15) | Restates findings from empirical research without creative analysis. Fails to analyze the studies' claims within a specified framework on culture and intelligence (7) | Primarily repeats material in the studies without analysis, critique or interpretation (1-6) |

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| Writing | Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (5) | Paper conveys the main points of the topic (7) | Errors in style format make it difficult to appreciate the content of this paper (1-2) |
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| Interpretation | Insightful, original synthesis, goes beyond the scope of the literature (5) | Analytical, draws logical conclusions based upon evidence from literature (4) | Paper primarily repeats interpretations/ conclusions of others (1-3) |
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ASSESSMENT RUBRIC FOR PRESENTATION (30)

| Criteria | Excellent | Satisfactory | Inadequate |
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| Time | Clearly addresses content within time limit (5) | Ends within time limit, but presentation not fully finished (4) | Overly short or overly long (time limit not adequately considered) (1-3) |
| Content and creative analysis | Central points of the paper are covered cogently, creatively and insightfully; cultural analysis is compelling (10) | Most points covered, but content does not extend creatively beyond the studies reviewed (6) | Poorly selected points or failure to address creative and cultural insights about the construct of intelligence (1-5) |
| Organization | Clear and coherent, easy to follow; individual contributions add to a satisfactory whole presentation (5) | Reasonably well organized, but order does work well in the time limit; weak individual work (4) | Disorganized, confusing to the audience and instructor (1-3) |
| Oral presentation | Articulate, professional, engaging (10) | Professional presentation, but delivery detracts from its impact (8) | Poor communication skills that detract significantly from the presentation (1-7) |

ASSESSMENT RUBRIC FOR PARTICIPATION AND ATTENDANCE

| Element | Level of Performance | | | |
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| | Distinguished 10 | Proficient 8 | Basic 5-7 | Unsatisfactory 1-4 |
| Attendance & Participation 10 points. Possible | The student attends all in person classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and | The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to | The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this | The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class |

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| | <p>supports the members of the learning group and of the class. The student participates in all online blackboard activities and discussions and provides reflective feedback to peers online.</p> | <p>the learning group and class. The student participates in online activities and discussions.</p> | <p>section of the syllabus is followed. The student does not participate in some online activities and discussions.</p> | <p>and does not actively participate in class discussions or online discussions.</p> |
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