PSYC 3015
Intelligence and Differential Psychology

Unit of Study Code: PSYC3015
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Format of Unit: 2 x 1 hour lectures/week x 13 weeks
               1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisites: PSYC (2014 or 2114) plus one other Intermediate Psychology Unit from PSYC (2011 or 2111), PSYC (2012 or 2112), PSYC (2013 or 2113)

Assessment: Classwork:
4 Tutorial quizzes, worth 5% each of the total marks for this unit of study – 20% (see tutorial outline).

In addition, as part of the course requirement, students will write a 2000 word report/essay (30%). The report is due week 10, Monday May 12th at 4p.m.

Examination:
A 2 hours examination, consisting of short-answer and/or multiple choice questions, is worth 50% of the total marks for this unit of study.

Evaluation of teaching and learning: Date: Week 13 of the semester
                                      Type: Questionnaire

Unit of study general description:
The aim of this unit of study is to provide an overview of different perspectives on the construct of intelligence, metacognitive abilities and personality and to build a critical platform from which both empirical evidence and theoretical propositions can be evaluated. Two broad methodological approaches will be considered, compared, and contrasted in relation to cognitive and non-cognitive abilities and their potential overlap. (a) The individual differences approach to the study of intelligence and personality broadly defined which serves as the basis of much of contemporary psychological assessment in clinical, educational and organizational settings and (b) the experimental approach to cognitive abilities which use experimental methods to study the information-processing components that underlie intellectual performance. Metacognitive abilities will be studied through differential psychology and decision-making paradigms.
Graduate Attributes and Student Learning Outcomes for Intelligence and Differential Psychology:
Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the laboratory report/essay, tutorials quizzes, and in the final examination.

1: Knowledge and Understanding of Intelligence and Differential Psychology
Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Intelligence and Differential Psychology

Student learning outcomes:

- a. Evaluate basic features of contemporary theories of intelligence, cognitive and metacognitive abilities, and personality
- b. Understand basic principles of assessment of intelligence and personality and the interpretation of test scores
- c. Assess the main findings in studies examining the cognitive and metacognitive correlates of intelligence
- d. Understand the main findings in studies examining information-processing theories of intelligence
- e. Understand the main findings in studies examining psychobiological and interpersonal theories of personality
- f. Understand the main findings in studies linking personality and new constructs (e.g., metacognition)

2: Research Methods in Intelligence and Differential Psychology
Understand, apply and evaluate basic research methods in Intelligence and Differential Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

- a. To critically evaluate major theories and research findings in human cognitive abilities, intelligence, and personality
- b. To interpret statistical analyses and typically methodology used in the area.

3: Critical Thinking Skills in Intelligence and Differential Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

Student learning outcomes:

- a. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- b. Evaluate the quality of information, including differentiating empirical evidence from speculation.
- c. Evaluate issues and behaviour using different theoretical and methodological approaches.
- d. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

4: Communication Skills in Intelligence and Differential Psychology
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:

- Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.

Evidence of learning:
In accordance with the assessment procedures for Psychology 3, meritorious performance in this unit of study will involve:

- Demonstrating a sound understanding of the conceptual aspects of theories about the structure of cognitive abilities, personality, and related constructs, and
- Reading the recommended references in order to further this understanding, and
- Demonstrating an ability to question and critically evaluate the various theories and findings by applying the knowledge acquired

Satisfactory performance in this unit will involve:

- A broad understanding of each of the theories and approaches covered, and
- Some reading of the recommended references in order to further this understanding

To assess this evidence, there will be 4 tutorial quizzes (based on the set readings for tutorials) in weeks 4, 6, 11, and 13, and an exam of 2 hrs duration, covering the teaching outcomes listed above. The exam will be worth 50% and the tutorial quizzes 20% of the total marks for this unit. The report/essay, due 12th May (week 10), is worth 30% of the total marks for this unit.

TEXT

There is no “set” text for this unit of study. Specific readings will be provided in lectures.

The following sources are recommended reading for those interested in gaining a more “in-depth” understanding of the subject matter of this unit:


## SYLLABUS*

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<thead>
<tr>
<th>W</th>
<th>L</th>
<th>Lecture Topic</th>
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<td><strong>Section 1</strong></td>
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<td>Individual Differences theories of Intelligence: Overview &amp; Methods</td>
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<td>Why cognitive process theories are important to ID theories 2</td>
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<td>Baddeley's multicomponental WM model</td>
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<td>What makes a task difficult: Mental models, Deduction rules, Relational Complexity?</td>
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<td>Strategy Adaptivity</td>
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<td>Conducting a systematic review of personality research</td>
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<td>The Big three vs. the Big Five: Who gets the cigar?</td>
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<td>Stankov: Mining on the &quot;no man's land&quot; between intelligence and personality. Metacognition.</td>
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<td>Intelligence within the educational sphere</td>
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<td>Intelligence and Health</td>
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* Specific readings will be provided in the lectures; There may be slight changes to this outline based on how the course progresses