

INTELLIGENCE

1. Uwagi ogólne

Zestaw materiałów opatrzony wspólnym tytułem *Intelligence* adresowany jest do studentów uzupełniających studiów magisterskich lub jednolitych studiów magisterskich studiujących kierunki humanistyczne. Ze względu na swoją tematykę przedstawione ćwiczenia mogą być wykorzystane przede wszystkim do pracy z grupami studentów psychologii.

2. Poziom zaawansowania: B2+ oraz C1 i C1+

3. Czas trwania opisanych ćwiczeń

Ćwiczenia zaprezentowane w tym artykule są przeznaczone na jedną jednostkę lekcyjną (90 minut bez testu Wechslera). Przy realizacji można pominąć artykuł i przeznaczyć go na pracę domową (zadania 7–9) na rzecz zrobienia testu lub wybrać artykuł do analizy na zajęciach, a test – do wykonania jako zadanie domowe.

Czas trwania został ustalony na podstawie doświadczenia wynikającego z pracy nad poniższymi ćwiczeniami w grupach na poziomie B2+ i (słabsze) C1.

4. Cele dydaktyczne

W swoim założeniu artykuł ma rozwijać podstawowe umiejętności językowe, takie jak mówienie, słuchanie, czytanie oraz pisanie.

5. Uwagi i sugestie

W zbiorze przewidziane są ćwiczenia na interakcję student–nauczyciel, student–student oraz na pracę indywidualną. Ćwiczenia mogą być odpowiednio zmodyfikowane w zależności od poziomu grupy, kierunku oraz stopnia zaangażowania studentów w zajęcia. Zadania tu zamieszczone możemy omawiać na zajęciach lub część przedstawionych ćwiczeń zadać jako pracę domową, jeżeli nie chcemy poświęcać na nie zbyt dużo czasu na zajęciach.

Materiały obejmują pytania, informacje, artykuły i zadania dotyczące inteligencji, jej definicji oraz sposobów na jej mierzenie. Na początku zajęć studenci próbują się zmierzyć z opracowaniem własnej definicji inteligencji, a następnie oglądają filmik na temat dziewięciu rodzajów inteligencji według Howarda Gardnera i wykonują zadania na rozumienie ze słuchu o wzrastającym stopniu trudności, jak również dyskutują na temat własnej inteligencji i jej różnych rodzajów. Zadania 7–9 są związane z jakością edukacji i jej rolą w kształtowaniu inteligencji młodych ludzi (artykuł i pytania do niego). Zadanie 10 (test na inteligencję Wechslera) można pominąć, zostawić na zadanie lub wykonać w klasie. Po wykonaniu zadania studenci mogą spróbować ocenić słabe i mocne strony testu.

“ARE YOU SMARTER THAN THE AVERAGE BEAR?” – *YOGI BEAR*

1. In pairs, try to define intelligence.

Your definition of intelligence:

.....

.....

2. According to a 1983 theory by Howard Gardner, there are nine types of intelligence. Watch a short video on the subject (0–0:52) and answer the questions below.

You will find the video here: <https://www.youtube.com/watch?v=w7-rYp-BQJQ> [accessed: 27 July 2020].

- A) What is the weakness of current IQ tests?
.....
- B) Why did Gardner feel the need to develop a new theory?
.....

3. Watch another part of the video (0:52–2:50) and fill in the gaps. Before you do, read the text carefully and try to predict what might be the best word/ phrase for each gap:

Naturalist Intelligence – [...] With a keen eye to detail and easily noticing changes in their surroundings, people with high Naturalist Intelligence will be very good at surviving in the wild. They have a 1) ability to distinguish between different animals, plants, clouds, rocks, etc. In today’s modern world they are able to distinguish between different kinds of makeup, cars, smartphones and other items.

Musical Intelligence – Having a high Musical Intelligence indicates you’re very good at things to do with sounds. These can include characteristics such as rhythm, tone and 2) If you’ve got a high Musical Intelligence,

you're good at recognising, creating and reproducing music. You might even have a high Mathematical Intelligence, too, as these two things often involve similar 3) If you happen to play an instrument and have a high Musical Intelligence, you're probably quite good at 4)

Logical-Mathematical Intelligence – people with a high score in Logical-Mathematical Intelligence are good at abstract symbolic thought, using 5) in formulas to indicate relationships between factors and reasoning skills such as 6) and 7) reasoning. They are good at considering hypotheses, carrying out calculations and 8) data.

Existential Intelligence – people with a high Existential Intelligence are good philosophical thinkers. They are good at 9) and thinking about questions that might not have a real definite answer. They have a sensitivity towards the deeper questions of life and like challenges related to 10) They're not easily confused by their own feelings.

4. Watch the final part of the video (2:50–5:38) and fill in the gaps. This part is not a transcript, so you must pay close attention:

Interpersonal Intelligence – Those with a high Interpersonal Intelligence are often good communicators. They are very observant and notice changes in other people's moods and can also take 1) on a subject. As they are quite empathetic, they often become teachers, social workers and actors.

Bodily-Kinaesthetic Intelligence – Those who score high in this type of intelligence love moving, which is why they have great body 2) and good motor skills. As a result, they will generally 3) in fields involving movement. They like to solve problems by conducting experiments.

Linguistic Intelligence – those scoring high in this type of intelligence generally do better than others when it comes to understanding tiny differences in meaning. They are very quick to pick up new languages. The skill is quite common in those working as journalists, teachers or even those who often speak in public. Also, those with a high score in Linguistic Intelligence generally have a 4) vocabulary than most. Young people scoring high in Linguistic Intelligence greatly enjoy and appreciate activities focusing on language.

Intra-personal Intelligence – People with this intelligence understand their own feelings and thoughts and are good at 5) them to get what they want. Amazingly, they are able to motivate themselves without any tangible rewards. In addition to understanding and making plans to achieve goals, they also have a vague 6) of humanity. Those scoring high in this type of intelligence might end up becoming philosophers or psychologists.

Spatial Intelligence – Those endowed with this type of intelligence excel at activities involving physical 7) or mental manipulations, map reading, 8) and seeing and drawing objects and from a different angle, even if they haven't seen them from that angle before, will not be a problem for them. They will usually easily find their way and could even easily find the exit in the 9) Those with a high score in Spatial Intelligence are also adept at image manipulation, reasoning, and artistic skills. They could be found in jobs involving navigating boats, piloting planes, creating art or designing architectural 10) and spaces. Children and teenagers scoring high in this type of intelligence usually enjoy visually stimulating activities.

5. Do you think this division is correct? Would you add any more aspects of intelligence? Work in pairs/groups of three and discuss the question.

Your suggestion:
.....
.....
.....

6. What types of intelligence do you think you have? Tell your partner(s).

7. Education – how much encouragement did you receive growing up when pursuing your interests? In what different ways were the development of your imagination and intelligence stimulated? Discuss the questions in pairs/small groups.

8. You are going to read an interview about a new take on the issue of redefining intelligence As you read, answer the comprehension questions:

- A) According to Kaufman, who is truly intelligent?
.....
- B) How was Kaufman approached by his educators when he was very young?
.....
- C) How does Kaufman define intelligence?
.....
- D) What bone does he have to pick with how intelligence is measured currently?
.....
- E) What, in essence, does Kaufman say about the current education system?
.....
- F) What is Kaufman's mission?
.....

9. Do you agree with Kaufman that our approach to the issue is wrong?

Discuss in pairs.

“A new kind of smart”

“It’s time to change the way we think about human potential” says Scott Barry Kaufman

by Kirsten Weir, *Monitor on Psychology*, September 2015, Vol. 46, No. 8. Source: <http://www.apa.org/monitor/2015/09/smart.aspx> [accessed: 27 July 2020].

1. Reinventing the idea of intelligence is no small feat. It requires passion, motivation and resilience – the very qualities that Scott Barry Kaufman, PhD, says are missing from traditional descriptions of intellect.

2. Kaufman is scientific director of the Imagination Institute at the Positive Psychology Center at the University of Pennsylvania. Previously an adjunct assistant professor of psychology at New York University, Kaufman launched the non-profit institute last year with Executive Director Martin E.P. Seligman, PhD, the former APA president widely known for his work in positive psychology. Their goal is to advance the science of the measurement and improvement of imagination, eventually developing an objective “Imagination Quotient” – a new kind of IQ.

3. Kaufman is also the author of the 2013 book *Ungifted: Intelligence Redefined* which presents his arguments for a broader definition of brainpower – and the need to recognize factors that aren’t measured by traditional standardized tests. Intelligence isn’t just about finding a quick solution to a problem or an obstacle, Kaufman says. Rather, he believes intelligent people are those who can come up with a variety of strategies to get where they want to go and are able to develop new approaches if their first attempts fail.

4. “We all know what intelligence is intuitively, and I’m not trying to distort what that means,” he says. “It’s about your ability to adapt, to learn from prior experience.” Kaufman talked to the *Monitor* about intelligence, creativity and some of the many projects he’s excited about.

What made you look at the traditional idea of intelligence and decide it was missing the mark?

5. I saw first-hand as a child what it’s like to grow up in an educational environment with such a strong focus on standardized testing. When I was very young, I was diagnosed with an auditory learning disability. Growing up with a learning disability, I saw the low expectations teachers had without even bothering to get to know us or trying to challenge us. I was in the special education program until ninth grade. It wasn’t until then that I had a teacher who really believed in me and challenged me. So I had a sense that we were missing out on some key aspects of what it means to demonstrate potential. It was obvious to me that the people seen as having more potential, such as kids in the gifted program or National Merit Scholars, were often quick learners, but not necessarily reflective learners. So I started

thinking about other ways that intelligence could manifest itself, or other markers that could be equally good indicators of intellectual potential.

How do you define intelligence?

6. I think about 50 percent of the equation of intelligence is missing. We focus so much on current ability, like your ability to take an IQ test, to understand and keep lots of information in your head at one time and manipulate it on the spot. What's missed is the engagement aspect of intellectual functioning. In my doctoral dissertation I called this the dual-process theory of human intelligence and, in my book, I called it the theory of personal intelligence.

7. I define intellect as the dynamic interplay of ability and engagement in the pursuit of personal goals. To me, it's the personal goals aspect that is so critical. You can stick people in a decontextualized, sterile testing environment like an IQ test, but you're not really capturing what they are capable of achieving intellectually. They're not motivated, they're not engaged in what they're doing. You're not giving them an extended period of time to realize something great. You're thin-slicing their intelligence.

How do you think the educational system can better cultivate these qualities in students?

8. There needs to be a better opportunity for students in all grades – including elementary school – to have more choice about which classes they'd like to take, and a selection of how they can demonstrate their brilliance. I'm not talking about learning styles in terms of auditory learners, visual learners and so on. That's largely been debunked. But some people might be good at project-based learning. Some might be better able to show you their knowledge of the material through a take-home project, where you give them time to reflect. Some people prefer group work. Some students might be good at traditional passive learning, and that's fine. Give them that option. There is no one-size-fits-all category, and I think that's what needs to change about the educational system. There needs to be a greater appreciation of these fundamental differences.

Traits like grit and resilience have gotten a lot of attention from researchers lately. Do you think educators are starting to get the message?

9. I do. I see lots of innovative schools and innovative approaches. High-Tech High [a network of charter schools in San Diego] is doing a great job, turning the school into a design studio. The Future Project [a national non-profit organization that installs full-time "dream directors" into high schools to help young people realize their goals] shows the importance of every student having a coach, an advocate to help them. Montessori education is great in the sense that it gives kids a chance to let their natural curiosity flourish. I see a lot of great independent schools that are really leading the charge. Unfortunately, they're still in the minority, but there are a lot of good hints for the future.

It sounds like you've been busy with the Imagination Institute...

10. The goal is to advance the science of measurement and development of imagination across all sectors of society, and we're able to do that with generous funding from the John Templeton Foundation. [...]. Basically, we want to find the most imaginative people on this earth, study them, scan their brains, give them cognitive tests and have a discussion with them about what innovation and imagination look like in their field.

What big question do you hope to answer?

11. I want to really understand the mechanisms that give rise to the human imagination. But there's also the advocacy piece. In institutions that really matter, like the work environment or the school environment, I want people to appreciate the importance of those mechanisms, the importance of imagination, and to spend more time developing those abilities. I think they will be essential for the future of humankind. We are sacrificing the development of imagination to the detriment of the future of humanity.

Source: <http://www.apa.org/monitor/2015/09/smart.aspx> [accessed: 27 July 2020].

KEY

2.

According to Howard Gardner, there are 9 types of intelligence.

- A) They measure only spatial, verbal or mathematical intelligence.
- B) Because he thought that there were many ways in which people could be intelligent.

3.

1) cunning 2) pitch 3) thought processes. 4) playing by ear 5) letters 6) inductive 7) deductive 8) quantifying 9) philosophising 10) concepts

4.

1) multiple perspectives 2) awareness 3) excel 4) broader 5) working 6) appreciation 7) perspectives 8) jigsaw puzzles 9) maze 10) features

8.

- A) Those who persevere when their first attempt at solving a problem is unsuccessful – Para. 3 – [...] *he believes intelligent people are those who can come up with a variety of strategies to get where they want to go and are able to develop new approaches if their first attempts fail.*
- B) He wasn't challenged enough, due to his learning disability and the focus on standardised testing – Para. 5 – [...] *what it's like to grow up in an educational environment with such a strong focus on standardized testing. [...] Growing up with a learning disability, I saw the low expectations teachers had without even bothering to get to know us or trying to challenge us.*
- C) The connection between the ability and the involvement – Para. 7 – *I define intellect as the dynamic interplay of ability and engagement in the pursuit of personal goals.*
- D) It does not show or measure what people are truly capable of because of how sterile and impersonal it is – Para. 7 – *You can stick people in a decontextualized, sterile testing environment like an IQ test, but you're not really capturing what they are capable of achieving intellectually.*
- E) It is based on the assumption that all children are the same – Para. 8 – *There is no one-size-fits-all category, and I think that's what needs to change about the educational system. There needs to be a greater appreciation of these fundamental differences.*
- F) He wants to understand the mechanisms of imagination and to raise awareness and appreciation of its importance, as he is convinced therein lies our future – Para. 11 – *I want to really understand the mechanisms that give rise to the human imagination. But there's also the advocacy piece. [...] I think they will be essential for the future of humankind.*

Zadania 1, 5, 6, 7 i 9 nie wymagają klucza.