

INTELLIGENCE - IGNOU Link & Guideline

<https://www.multipleintelligencesoasis.org/blog/2020/9/1/67pmqk1mg1uzre4qlcxetz6pbl3ayj>

Visit the above link from Howard Gardner's blog, (Dated 1st September, 2020), where Robert J. Sternberg has written on 'COVID-19 has truly taught us what intelligence is...' and about the **ability to adapt** to the environment. **Read the different theories of intelligence as well as the Sternberg's article and write your interpretation about what true intelligence is. You need to prepare a report based on the above. The report needs to be hand written.**

INTELLIGENCE

Technically,

I.Q. mean

Where

$(MA/CA)*100,$

MA is Mental Age

(GOT from a Test)

CA is

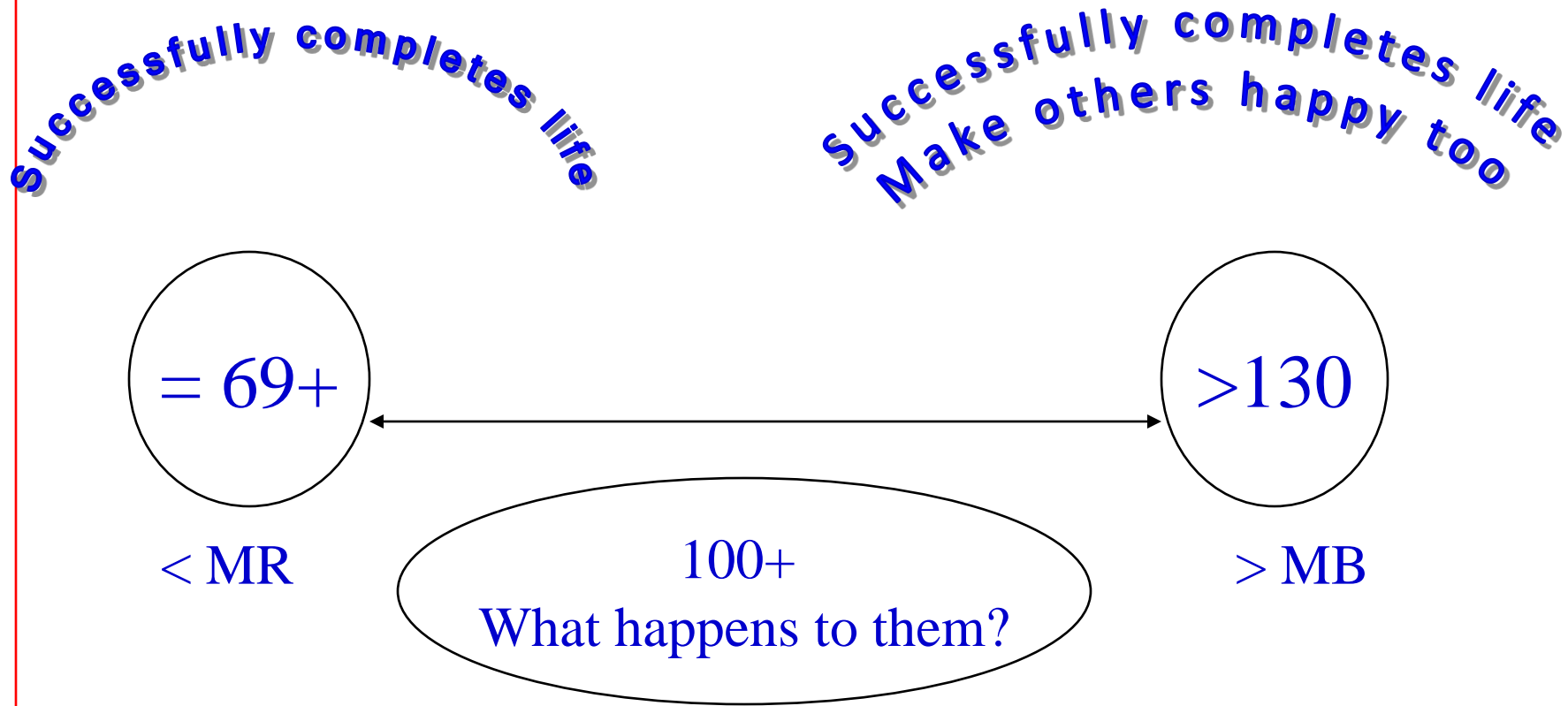
Actual(Chronological Age)

<std : 15>

Basic issue, Do all Technically intelligent people become successful in their life?

INTELLIGENCE

Success Vs. Failure in spite of I.Q. levels



INTELLIGENCE Secondary View

- Ability to **A**djust to any new situation
- Ability to **S**olve any new problem &
- Ability to **U**nderstand any new idea

MULTIPLE INTELLIGENCES

Helping Students Reach Their Potential

A Presentation to VADE, September 19, 2008

Dr. Janet Laughlin, Dean

**Student Success & Academic Advancement
Division**

Danville Community College

Howard Gardner



Harvard Graduate School of
Education

- Hobbs Professor of Cognition and Education
- Co-Director of Project Zero

Boston University School of Medicine

- Adjunct Prof. Of Neurology

Author of 16 books

What is intelligence?

- “The ability to solve problems or to create products that are valued within one or more cultural settings.”

Frames of Mind: The Theory of Multiple Intelligences
(1983)

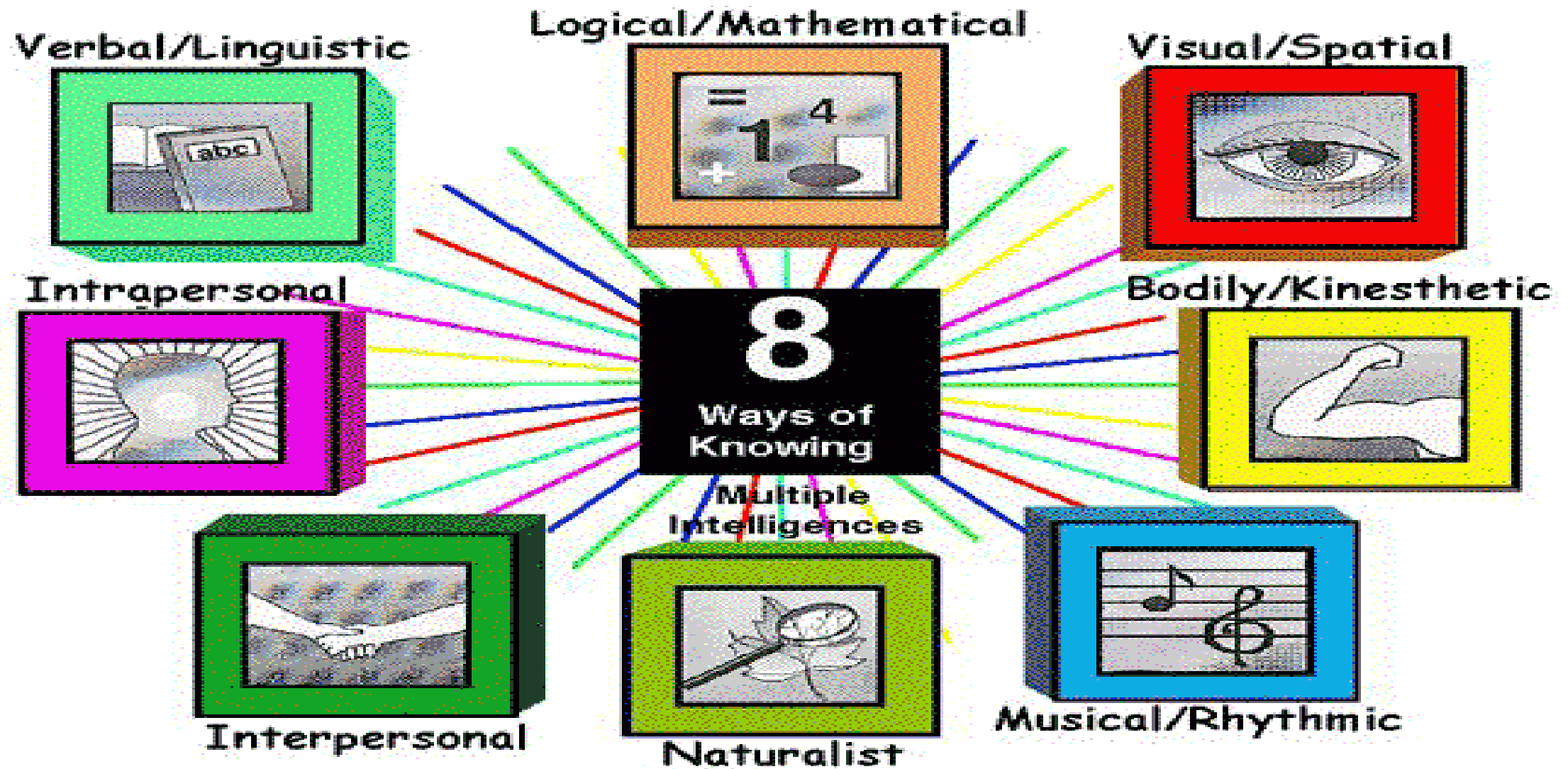
- “A biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.”

Intelligence Reframed (1999)

Other Questions

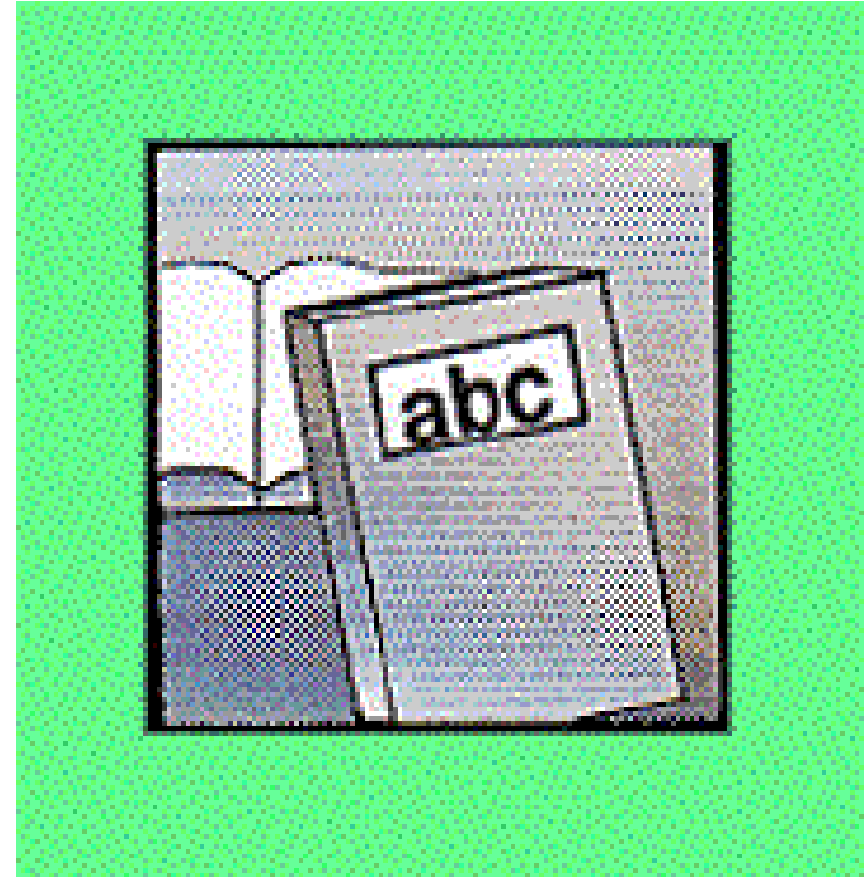
- **What are the eight intelligences identified by Gardner?**
- **How do you know how you are smart?**
- **How can we incorporate MI theory into our teaching?**
- **How can students study more effectively using their intellectual preferences?**

Multiple Intelligences



Verbal/Linguistic Intelligence

- Listens and responds to the spoken word.
- Enjoys reading, writing, and discussing.
- Remembers what has been **said**.
- Remembers what has been **read**.
- Speaks and writes effectively.
- Can learn other languages.



Logical/Mathematical Intelligence

- Is familiar with the concepts of quantity, time, and cause and effect.
- Uses abstract symbols to represent concrete objects and concepts.



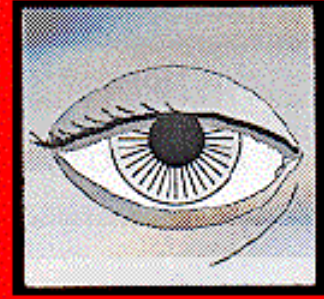
- Likes math and using technology to solve complex problems.
- Expresses interest in careers such as accounting, computer technology, and law.

Bodily/Kinesthetic Intelligence



- Enjoys concrete learning experiences such as field trips, model building, or participating in role play, games, assembling objects, or physical exercise.
- Demonstrates skill in acting, athletics, dancing, sewing, carving, or keyboarding.

Visual/Spatial (of space) Intelligence



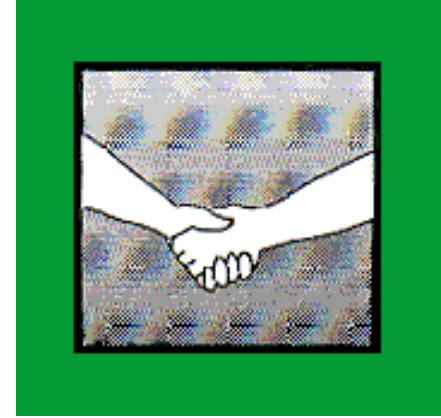
- Learns by seeing and observing. Recognizes faces, objects, shapes, colors, details, and scenes.
- Thinks in pictures and visualizes detail.
- Uses visual images as an aid in recalling information.
- Enjoys doodling, drawing, painting, sculpting, or otherwise reproducing objects in visible form.

Musical Intelligence



- Listens and responds with interest to a variety of sounds including the human voice, environmental sounds, and music, and organizes such sounds into meaningful patterns.
- Is eager to be around and learn from music and musicians.
- Develops the ability to sing and/or play an instrument.

Interpersonal Intelligence



- Bonds with parents and interacts with others.
- Forms and maintains social relationships.
- Perceives the feelings, thoughts, motivations, behaviors, and lifestyles of others.
- Expresses an interest in interpersonally-oriented careers such as teaching, social work, counseling, management, or politics.

Intrapersonal Intelligence



- Is aware of his range of emotions.
- Is motivated to identify and pursue goals.
- Works independently.
- Establishes and lives by an ethical value system.
- Strives for self-actualization.

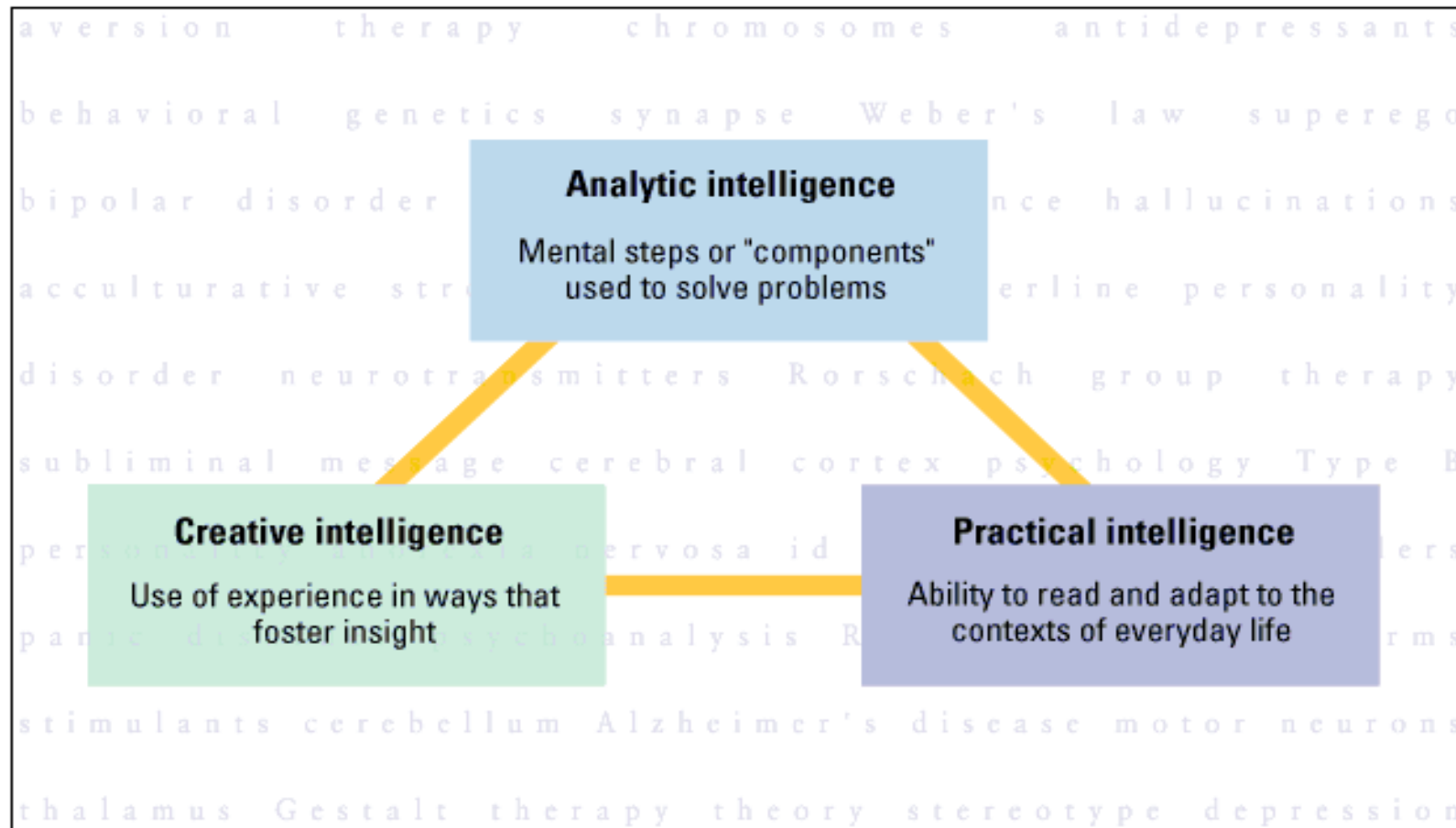
Naturalist Intelligence



- Recognizes and can name many different types of trees, flowers, and plants.
- Has an interest in and good knowledge of how the body works and keeps abreast of health issues.
- Is conscious of tracks, nests, and wildlife on a walk and can “read” weather signs.
- Has an understanding of, and interest in, the main global environmental issues.

Sternberg's Theory of Intelligence

Sternberg believes that intelligence is comprised of three separate, though interrelated, abilities:



Sternberg's Theory of Intelligence

Sternberg believes that intelligence is comprised of three separate, though interrelated, abilities:

Analytical

Try to solve familiar problems by using strategies that manipulate the elements of a problem or the relationship among the elements (e.g., comparing, analyzing)

Sternberg's Theory of Intelligence

Sternberg believes that intelligence is comprised of three separate, though interrelated, abilities:

Creative

Try to solve new kinds of problems that require us to think about the problem and its elements in a new way (e.g., inventing, designing)

Sternberg's Theory of Intelligence

Sternberg believes that intelligence is comprised of three separate, though interrelated, abilities:

Practical

**Try to solve problems that
apply what we know to
everyday contexts (e.g.,
applying, using)**

Sternberg's Theory of Intelligence

Sternberg hypothesizes that intelligence relates to, and is demonstrated in, three different aspects:

- (1) the internal world of information processing,**
- (2) experience and past learning, and**
- (3) the external world of ADAPTING to, shaping and selecting real-world environments.**

Sternberg's Theory of Intelligence

The internal world of information processing functions through three separate, but related, components:

**Knowledge-
Acquisition
Components**

**Mental processes
used in learning**

Sternberg's Theory of Intelligence

The internal world of information processing functions through three separate, but related, components:

**Performance
Components**

**Mental processes used
in the performance of a
task; probably best
measured by current
intelligence tests**

Sternberg's Theory of Intelligence

The internal world of information processing functions through three separate, but related, components:

Metacomponents
(higher/
transcending)

Higher-order mental processes used in planning, monitoring, and evaluating performance of a task; these "executive" functions guide the use of other components

Sternberg's Theory of Intelligence

Intelligence is demonstrated in terms of experience and past learning in two complimentary ways:

**Dealing with
Novelty**

Intelligence is the ability to learn and think within new conceptual systems, which can then be brought to bear upon already existing knowledge

Sternberg's Theory of Intelligence

Intelligence is demonstrated in terms of experience and past learning in two complimentary ways:

**Automatizing
Information
Processing**

Complex verbal, mathematical, and other tasks can feasibly be executed **only because many of the operations involved in their performance have been automatized**

Sternberg's Theory of Intelligence

Intelligence is demonstrated relative to one's environment in one's ability to:

Adapting to one's environment

Sometimes one displays one's intelligence by demonstrating an ability to adapt to the situation or context one finds oneself in.

Sternberg's Theory of Intelligence

Intelligence is demonstrated relative to one's environment in one's ability to:

**Adapting to
one's
environment**

This is the primary aspect of intelligence that is considered by psychometricians, learning theorists, and other cognitivists such as Piaget.

Sternberg's Theory of Intelligence

Intelligence is demonstrated relative to one's environment in one's ability to:

Shaping one's environment

Sometimes it is necessary to demonstrate one's intelligence by shaping or changing the environment so that it better meets one's needs.

Sternberg's Theory of Intelligence

Intelligence is demonstrated relative to one's environment in one's ability to:

Shaping one's environment

Vygotsky and dynamical systems theorists focus on this aspect of intelligence.

Sternberg's Theory of Intelligence

Intelligence is demonstrated relative to one's environment in one's ability to:

Selecting a different environment

There are times when it is necessary to demonstrate one's intelligence by selecting an alternate environment or context within which to live and work.

Sternberg's Theory of Intelligence

In summary, Sternberg's theory of intelligence:

- hypothesizes intelligence as a set of skills identified through research in cognitive psychology**
- expands the definition of intelligence from merely adapting to one's environment to modifying the environment or selecting another**

Sternberg's Theory of Intelligence

In summary, Sternberg's theory of intelligence:

- hypothesizes intelligence as a set of skills identified through research in cognitive psychology**
- expands the definition of intelligence from merely adapting to one's environment to modifying the environment or selecting another**

Sternberg's Theory of Intelligence

In summary, Sternberg's theory of intelligence:

- suggests intelligence consists of complimentary processes of critical and creative thinking as well as "common sense"**
- suggests intelligence should be measured as part of the learning process while the learner deals with novelty and automatizes responses**

Sternberg's Adaptive Behavior Checklist

In my opinion, one of the most important parts of Sternberg's work on intelligence is his Adaptive Behavior Checklist.

Because he considers intelligence as a set of skills, each of the behaviors on the checklist is considered modifiable. Which of these:

- have we been working on in this class?**
- have you worked on in other college-level courses?**
- do you work on in classes you teach?**

Sternberg's Adaptive Behavior Checklist

Practical Problem-Solving Ability

- **Reasons logically and well**
- **Identifies connections among ideas**
- **Sees all aspects of a problem**
- **Keeps an open mind and responds thoughtfully to others' ideas**
- **Sizes up situations well**
- **Gets to the heart of problems**
- **Interprets information accurately**

Sternberg's Adaptive Behavior Checklist

Practical Problem-Solving Ability

- **Makes good decisions**
- **Goes to original sources for basic information**
- **Poses problems in an optimal way**
- **Is a good source of ideas**
- **Perceives implied assumptions and conclusions**
- **Deals with problems resourcefully**

Sternberg's Adaptive Behavior Checklist

Verbal Ability

- **Speaks clearly and articulately and is verbally fluent**
- **Converses well**
- **Is knowledgeable about a particular area of subject matter**
- **Studies hard**
- **Reads widely with high comprehension**

Sternberg's Adaptive Behavior Checklist

Verbal Ability

- **Writes without difficulty**
- **Sets aside time for reading**
- **Displays good vocabulary**

Sternberg's Adaptive Behavior Checklist

Social Competence

- **Accepts others for what they are**
- **Admits mistakes**
- **Displays interest in the world at large**
- **Is on time for appointments**
- **Has social conscience**
- **Thinks before speaking and doing**

Sternberg's Adaptive Behavior Checklist

Social Competence

- **Makes fair judgments**
- **Assesses well the relevance of information to a problem at hand**
- **Is sensitive to other people's needs and desires**
- **Displays interest in the immediate environment**

Why Intelligent People Fail

Sternberg recognizes that intelligence is only one explanation of why some people succeed and why others do not.

These reasons have been arranged in terms of Huitt's Systems Model of Human Behavior.

- What are some benefits of this arrangement with respect to helping you learn and remember these reasons?**
- Do you agree with the classification scheme?**
- How would you modify it?**

Why Intelligent People Fail

Cognitively-oriented reasons

- **Distractibility and lack of concentration**
- **Spreading oneself too thin or too thick**
- **Inability or unwillingness to see the forest for the trees**
- **Lack of balance between critical, analytic thinking and creative, thinking**
- **Using the wrong synthetic g abilities**

Why Intelligent People Fail

Affective/Socially-Oriented Reasons

- **Misattribution of blame**
- **Fear of failure**
- **Excessive self-pity**
- **Excessive dependency**
- **Wallowing in personal difficulties**
- **Too little or too much self-confidence**

Why Intelligent People Fail

Conative/Volitionally-Oriented Reasons

- **Failure to initiate**
- **Lack of motivation**
- **Lack of perservance and perseveration**
- **Inability to complete tasks and to follow through**
- **Lack of impulse control**

Why Intelligent People Fail

Conative/Volitionally-Oriented Reasons

- **Failure to initiate**
- **Lack of motivation**
- **Lack of perservance and perseverance**
- **Inability to complete tasks and to follow through**
- **Lack of impulse control**

Why Intelligent People Fail

Conative/Volitionally-Oriented Reasons

- **Inability to translate thought into action**
- **Procrastination**
- **Lack of product orientation**
- **Inability to delay gratification**

Sternberg's Theory of Intelligence

In my opinion, Sternberg offers an approach to intelligence that educators should seriously study

The focus is on development of skills rather than categorization and classification of people

However, we must remember that abilities differ among individuals and we must allow ample time for development

HALO EFFECT; IGNOU link and Instructions

6. <https://deepblue.lib.umich.edu/bitstream/handle/2027.42/92158/TheHaloEffect.pdf>

Watch the above link on the 'halo effect' experiment conducted by Nisbett and Wilson (1977). In the light of the above video, answer the following:

1. The key takeaways from the main experiment.
2. How is halo effect being used to one's advantage?
3. Find the application and common uses of halo effect.
4. Is there any relationship between learned behaviour and halo effect?

Type the answers coherently in your own words. You need to prepare a report based on the above. The report needs to be typed in word document.

DEFINITION – Halo Effect

"Also known as the *physical attractiveness stereotype* and the "*what is beautiful is good*" *principle*, the halo effect, at the most specific level, refers to the habitual tendency of people to rate attractive individuals more favorably for their personality traits or characteristics than those who are less attractive.

Halo effect is also used in a more general sense to describe the global impact of likeable personality, or some specific desirable trait, in creating biased judgments of the target person on any dimension. Thus, feelings generally overcome cognitions when we appraise others."

(Standing, L. G., in *The SAGE Encyclopedia of Social Science Research Methods, Volume 1*, 2004)

History of HALO EFFECT

Research on the phenomenon of the halo effect was pioneered by American psychologist Edward L. Thorndike, who in 1920 reported the existence of the effect in servicemen following experiments in which commanding officers were asked to rate their subordinates on intelligence, physique, leadership, and character, without having spoken to the subordinates. Thorndike noted a correlation between unrelated positive and negative traits. The service members who were found to be taller and more attractive were also rated as more intelligent and as better soldiers. Thorndike determined from this experiment that people generalize from one outstanding trait to form a favourable view of a person's whole personality

The study by Thorndike

"In a study made in 1915 of employees of two large industrial corporations, it appeared that the estimates of the same man in a number of different traits such as intelligence, industry, technical skill, reliability, etc., etc., were very highly correlated and very evenly (uniformly) correlated... Ratings were apparently affected by a marked tendency to think of the person in general as rather good or rather inferior and to color the judgments of the qualities by this general feeling. This same constant error toward suffusing ratings of special features with a halo belonging to the individual as a whole appeared in the ratings of officers made by their superiors in the army."

(Thorndike, E. L., "A Constant Error in Psychological Ratings," 1920)

Halo that influences our evaluations of specific traits?

So why do our overall impressions of a person create this halo that influences our evaluations of specific traits? Researchers have found that attractiveness is one factor that can play a role. Several different studies have found that when we rate people as good- looking, we also tend to believe that they have positive personality traits and that they are more intelligent. One study even found that jurors were less likely to believe that attractive people were guilty of criminal behavior.

Halo Effect – A double-edged sword.

However, this attractiveness stereotype can also be a double-edged sword.

Other studies have found that while people are more likely to ascribe a host of positive qualities to attractive people, they (the people) are also more likely to believe that good-looking individuals are vain (excessively projecting), dishonest, and likely to use their attractiveness to manipulate others.

HALLO EFFECT, A Cognitive Bias

The halo effect is a type of cognitive bias in which our overall impression of a person influences how we feel and think about his or her character. Essentially, your overall impression of a person ("He is nice!") impacts your evaluations of that person's specific traits ("He is also smart!").

One great example of the halo effect in action is our overall impression of celebrities. Since we perceive them as attractive, successful, and often likeable, we also tend to see them as intelligent, kind, and funny.

Observations

"In the classroom, teachers are subject to the halo effect rating error when evaluating their students. For example, a teacher who sees a well-behaved student might tend to assume this student is also bright, diligent, and engaged before that teacher has objectively evaluated the student's capacity in these areas.

When these types of halo effects occur, they can affect students' approval ratings in certain areas of functioning and can even affect students' grades."

(Rasmussen, *Encyclopedia of Educational Psychology, Volume 1*, 2008)

Observations

"In the work setting, the halo effect is most likely to show up in a supervisor's appraisal of a subordinate's job performance. In fact, the halo effect is probably the most common bias in performance appraisal.

Think about what happens when a supervisor evaluates the performance of a subordinate. The supervisor may give prominence to a single characteristic of the employee, such as enthusiasm, and allow the entire evaluation to be colored by how he or she judges the employee on that one characteristic.

Even though the employee may lack the requisite knowledge or ability to perform the job successfully, if the employee's work shows enthusiasm, the supervisor may very well give him or her a higher performance rating than is justified by knowledge or ability."

(Schneider, F.W., Gruman, J. A., & Coutts, L. M., *Applied Social Psychology*, 2012)

The Halo Effect at Work in the Real World

As you read above, the halo effect can influence how teachers treat students, but it can also impact how students perceive teachers. In one study, researchers found that when an instructor was viewed as warm and friendly, students also rated him as more attractive, appealing, and likeable.

Marketers take advantage of the halo effect to sell products and services. When a celebrity spokesperson endorses a particular item, our positive evaluations of that individual can spread to our perceptions of the product itself.

The Halo Effect at Work in the Real World

Job applicants are also likely to feel the impact of the halo effect. If a prospective employer views the applicant as attractive or likeable, they are more likely to also rate the individual as intelligent, competent, and qualified.

So, the next time you trying to make an evaluation of another person, whether it is deciding which political candidate to vote for or which movie to see on a Friday night, consider how your overall impressions of an individual might influence your evaluations of other characteristics. Does your impression of a candidate being a good public speaker lead you to feel that she is also smart, kind, and hard-working? Does thinking that a particular actor is good-looking also lead you to think that he is also a compelling actor?

Being aware of the halo effect, however, does not make it easy to avoid its influence on our perceptions and decisions!!!

EXPERIMENT BRIEFED

- THE EXPERIMENT from Copy of Journal served by IGNOU
- 118 students of the Michigan university took part in an experiment made to prove the halo effect.
- The subjects were told that they would be shown the **prerecorded interview video** of a psychology professor whom they didn't know and that they were to rate the professor's characteristics. This was done, they said as part of an evaluation program, to check whether their assessment would match the assessment **given by the professor's own actual students**.
- All the students were first shown the filler interview video of a pleasant professor in the beginning where he answered questions about what his educational philosophy was, whether he encouraged student discussion, and how he handled student work.

EXPERIMENT BRIEFED

- Then the one half were shown the interview of a Belgian professor with a pronounced accent, who behaved very warmly, answer the same questions the filler interview person answered. The other half was shown the interview of the same Belgian professor **but wherein he behaved very coldly**.
- The **warmness or coldness of the instructor was apparent in his answers** to virtually all the questions. For example, in his warm guise the instructor answered the question about student discussion by saying that, yes, he encouraged discussion and that he was stimulated by the give and take it provided and felt that it enhanced student interest in the lecture material. **In his cold guise he answered the question by saying that he didn't allow much discussion because "there's a time to be a student and a time to be a professor" and he wouldn't be the professor if he didn't know more than they did.** In his warm guise the instructor answered the question about evaluation of student work by saying that he gave paper assignments that the students seemed to like and profit from and gave exams that were a mixture of objective questions and thought questions. **In his cold guise he said he gave weekly multiple-choice quizzes because otherwise "you can't trust them to do the reading."**

EXPERIMENT BRIEFED

- The subjects were asked to rate his 3 characteristics: **Physical appearance, Mannerisms and Accent**, on an 8-point scale ranging from “like extremely” to “dislike extremely”.
- FURTHER, 34 subjects were asked “how much, if at all, your **liking** for the teacher influenced the ratings you just made.” the subjects indicated their answers on a seven point scale ranging from “much higher” to “much lower” including a “had no effect”.
- Another 56 subjects were asked “how much, if at all, the **characteristics** you just rated influenced your liking of the teacher.” the subjects indicated their answers on a seven point scale that ranged from “much more” to “much less” including a “had no effect” option.

EXPERIMENT BRIEFED

- RESULTS.

1. Effect of Global Evaluation on Evaluations of Attributes.

- It was seen that the effect of the manipulation on attribute ratings was very much projected. A majority of students who saw the teacher in his warm guise rated his physical appearance and mannerisms as appealing, whereas a majority of cold condition subjects saw his personal appearance and mannerisms as irritating. About half the warm condition subjects rated the teacher's accent as appealing and half as irritating, whereas the overwhelming majority of subjects in the cold condition rated his accent as irritating.

EXPERIMENT BRIEFED

1. Awareness of the Influence of Global Evaluation

- 34 of the subjects were asked if their liking for the teacher had affected their ratings of his attributes and a majority of the subjects, in both warm and cold conditions, believed that their overall liking for the teacher had not influenced their ratings.
- 56 subjects were asked if their evaluations of the teacher's appearance, mannerisms, or accent had affected their liking of the teacher. It was seen that students who saw the warm teacher were almost equally divided on the question but the subjects who saw the cold teacher believed that their evaluations of each of the three attributes decreased their liking for the teacher.

EXPERIMENT BRIEFED

- Thus the subjects got matters **TO RECENT PREVIOUS EXPERIENCES!!**. Their liking for the teacher was manipulated, and this affected the ratings of particular attributes. Yet the subjects did not acknowledge this effect, and the subjects who saw the cold teacher actually reported the opposite effect. Conversations with the subjects following the experiment served to reinforce the above arguments that they were unaware of the manipulation.