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EDUC 701/801: Human Development & Learning/Educational Psychology
Course Information
The Project & Problem

Define and Defend Your Theory of Intelligence

• What does it mean when we say that a student is intelligent? Using multiple course readings, personal and professional experience, write a 5-page essay in which you define, and defend, your working theory of intelligence.

• I spent a lot of time answering emails and in-class questions about this paper.

• In final drafts, students often described one existing theory or idea, seemingly missing the ways in which sometimes competing theories overlapped, informed, reinforced, or negated one another.
Concept Mapping

• A concept map is a diagram of concept components (nodes) linked together with lines that indicate relationships and relationship types.

• Concept maps can provide a big-picture synthesis.

• Implementation as a formative assessment using collaborative (small and large group), visual and flexible methods.

• Goal was not the creation of an ideal concept map, but the exploration of relationships between apparently competing concepts.
Implementation

• In-class group project; 50 minutes
• Large group brainstorm (node generation); 5 minutes
• Small group concept map creation/discussion; 20 minutes
• Large group check-in and group presentations; 15 minutes
• Small group concept map reflection and revision; 10 minutes
Has multiple aspects....

- Spatial
- Verbal
- Linguistic
- Interpersonal
- Bodily
- Kinaesthetic
- Intrapersonal
- Musical
- Naturalist
- Logical
- Mathematical

Multiple Benefits....

- IQ is socially constructed
- Diversity determines potential intelligence (the more diverse we are likely to get IQ)
- Values ALL learners we are all smart in our own way
- Creates diverse learning activities
- There is no general test to determine a person's intelligence
- Intelligence is not purely genetic
- Vital tool for instruction create diverse learning app. Acknowledge all strengths

And multiple factors....

- Home
- Life
- Health
- Poverty
- Genes
- Support
- Group
- Education
Intelligence

Growth

Fixed

Multiple Intelligences:
- How much environmental influence?

Genetic Factors:
- Twin's have same capacity

Environmental Factors
- Class/Wealth
  - Education Tendencys
  - Health at school/athletic district

Years with children varied by family wealth with low I.Q. skills substantially higher after 30 years
SUCCESS

EARLY DEVELOPMENT

TRANFORMATION

MOTIVATIONAL

DEEP NORTH

ALL ASPECTS OF LIFE WILL AFFECT ONE'S INTELLIGENCE

HAVE YOU WATERED YOUR TREE TODAY?

# Personal Development

NO TWO TREES OF INTELLIGENCE ARE THE SAME IN THE FOREST OF LIFE!

GENETICS/BIOLOGY

SUCCESS
Analysis

• Enjoyable collaborative learning experience
• Fewer anxious student questions
• Improved student work
  • Better connections between concepts/theories
  • More citations
  • More nuanced conceptions
Closing the Loop

• Clarified assignment expectations
• Included concept mapping as preparation for this assignment in all future sections

• Reflected on composition of concept maps themselves
• Created teaching-teachers opportunity for open and reflective pedagogy