

Intelligence Testing Historical roots and contemporary controversies

Script for group presentation (5 minutes)

Good morning, I'm Charlotte Stephens and I will be covering three topics in today's presentation. Firstly, a summary of the ongoing need for research and refinement in intelligence testing, secondly the importance of cultural factors in the development of intelligence testing and finally the threat of stereotyping intelligence. **(20 seconds)**

Slide 8 – Summary of ongoing need for research and refinement in intelligence testing

Research on intelligence testing is a field that has evolved significantly over many years, from the beginning of the 20th century where the general conception of intelligence was defined by the result of an IQ test, to now in the modern day where there is a wider acknowledgement and greater understanding that intelligence is so much more than a single test on just one type of intelligence. The ongoing need for research and refinement is crucial due to the evolving understanding that intelligence is a multifaceted construct that often fails to account for the diverse spectrum of individual differences, cognitive abilities and cultural diversities which will be discussed in more depth on the next slide (Sternberg 2020). Further, understanding the various factors that contribute to an individual's level of intelligence such as genetics, environment, mental or physical differences, will lead to more effective methods of supporting individuals in which ever endeavor they wish to pursue or advance in throughout their life (Nisbet et al 2012). Ongoing research helps to address these complexities, improving validity and reliability of intelligence testing (Deary 2021). **(1 minute 30 seconds)**

Slide two – The importance of cultural factors in the development of intelligence testing including cultural biases

Cultural factors play a pivotal role in the development of intelligent testing, as traditional assessments often reflect the values and knowledge of the dominant culture, leading to significant biases. These biases can result in misinterpretations of an individual's cognitive abilities, particularly for those from diverse backgrounds (Helms 2017). For instance tests that prioritised western knowledge may disadvantage individuals who possess different cultural experiences and ways of thinking (Sternberg 2020). Move over the reliance on standard rise testing can pichu ate stereotypes and reinforce systematic in equities, as cultural nuances are frequently overlooked Nisbet ET al 2012 to address these issues it is essential to create culturally responsive assessment tools that honour the diverse backgrounds of test takers this includes incorporating culturally relevant content and recognising different forms of intelligence beyond what is typically measured by acknowledging and integrating cultural factors in

intelligence testing we can foster a more equitable educational environment that can accurately reflect cognitive capabilities with the individual (1 minute 30 seconds)

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Stereotype threat essentially means when an individual that is apart of any type of group experience anxiety when being put into stereotypes surrounding that group which could adversely affect their performance on intelligence tests. This anxiety can lead to a drop in the individuals confidence of ability, due to the pressure of not being able to achieve what is expected of them, to the point where the fear of confirming a stereotype actually impairs cognitive performance. Research by Steele and Aronson (1995) demonstrated that African American students performed worse on standardized tests when they were reminded of their race before taking the test. This effect has been observed in various groups and contexts, highlighting the pervasive impact of stereotype threat. The stereotype threat can contribute to the achievement gap between different demographic groups and perpetuate existing inequalities in educational and professional settings.

These issues surrounding intelligence testing can be mitigated by pushing for an inclusive environment that emphasizes individual abilities rather than group stereotypes. Additionally, interventions such as affirming students' self-worth and providing role models from diverse backgrounds have been shown to reduce the impact of stereotype threat (Cohen et al, 2006). By understanding and addressing stereotype threat, we can work towards more equitable and accurate measures of intelligence.

A quote I'd like to include that I have always found very inspiring, and is relevant to this topic, beautifully encompassing intelligence and the importance of continuing in the research and refinement of intelligence is that "Everyone is a genius, but if you judge a fish on its ability to climb a tree it will live its whole life believing it is stupid" – which was believed to have been said by Albert Einstein. (**30 seconds**)

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