



Annotated Bibliography
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Annotated Bibliography

Connor, S. (2012). IQ tests are a dumb idea, Says largest study into intelligence. *The*

Independent, p. 19.

Despite the fact that the article is published in a newspaper and cannot be considered a fully scientific and reliable source, it provides a certain view on the issue. The author claims that, according to the studies, IQ tests cannot fully measure human intelligence because the last one comprises three distinct mental traits that cannot be fully evaluated with the help of IQ test. These three traits are discussed in the article as well. IQ tests are claimed to be unable to take into account a full complexity of human intellect and its constituents. The factors that can predetermine IQ results (gender, race) are also addressed in the article. Intelligence is not IQ, it is more short-term memory, reasoning and verbal agility. IQ tests are claimed to be insufficient means of measuring intelligence, as they do not capture the differences in cognitive abilities of people.



Flynn, J. R. (1999). Searching for justice: the discovery of IQ gains over time. *American Psychologist*, 54(1), 5-20. Retrieved from

<http://acdlaonline.com/zoomdocs/presentations/Searching%20for%20Justice%20Discovery%20of%20IQ%20gains%20over%20time%20-%20Flynn.pdf>

Current article discusses the interconnectedness between intelligence and IQ and regards such connection more like equation of IQ to intelligence. It also addresses such issues as potential and IQ results, race and environment factors in IQ gains. IQ orientation is becoming a determiner of the future, so it needs closer consideration. Although the article does not belong to current ones, it raises issues that are relevant today as well. The author claims that IQ tests are not appropriate for measuring intelligence, as they give inadequate results, therefore, they should be replaced with a battery of behavioral and physiological measures. The scientist also assumes that IQ gains cannot be rejected, as the results of these tests will be valuable for drawing the comparison between achievements of different generations.

Gottfredson, L. (2011). Intelligence. *New Scientist*, 211(2819), i-8.

The article discusses the concept of intelligence and the way it is regarded. As intelligence is closely interconnected with the IQ testing, this aspect is addressed as well. The author evaluates different studies and assumes that all tests assess the same thing, in most cases, it is called the general factor of intelligence or “g factor”. The general factor of intelligence is equal to the ability of an individual to tackle cognitive complexity. In such an instance, IQ cannot be regarded as a true measurement method of intellectual ability because it analyses only one aspect.

Nisbett, R. E. (2013). Schooling makes you smarter: What teachers need to know about IQ.

American Educator, 37(1), 10-19, 38-39. Retrieved from

<http://files.eric.ed.gov/fulltext/EJ1006208.pdf>

The author of the article provides a new vision of IQ determiners. The study analyses conclusions made by Charles Murray in the book *The Bell Curve*. It is suggested all conclusions



are mistaken, despite the fact that study has made a considerable impact regarding IQ testing. Nisbett overturns the assumptions on such issues as large dependence of IQ results on genetics, race and claims that IQ test cannot be a true measurement of intellectual ability. The results of this research support the idea that IQ cannot be the major factor in defining intelligence, as it is impossible to measure the complexity of human intellect with one test. It is also admitted that IQ scores can be high, but there is no evidence that intelligence increased as well.

Paulhus, D. L., Lysy, D. C., & Yik, M. S. (1998). Self-report measures of intelligence: Are they useful as proxy IQ tests? *Journal of Personality, 66*(4), 525-554.

The authors evaluate different indirect measurement strategies of intellectual ability that can be used as the alternatives or supplementary measures for IQ tests. They also claim that correlation between perception of intelligence (self-report) and IQ test results is high and needs to be discussed. Although the article does not analyze the effectiveness of IQ tests and their objectivity and validity; it provides certain implications on the issue. For instance, there is a claim that IQ tests cannot be regarded as the only criterion to measure intellectual ability, therefore, it cannot be considered as an objective intellect assessment method.

Ritchhart, R. (2001). From IQ to IC: A dispositional view of intelligence. *Roeper Review, 23*(3), 143.

The author reflects on the concept of intelligence and suitability of IQ tests for measuring it, on thinking process and thinking dispositions, thinking dispositions and habit of mind, and of other things. In terms of intelligence and IQ, the scientist claims that IQ test results may serve as a source of information for ranking individuals in educational establishments, but, in the real life, their appropriateness is questionable. The idea that IQ results can be predictive on a larger scale is not rejected as well. They can be performance predictors on similar tests and in general achievements, in school, for instance. If the performance does not deal with education, predictions made by standard IQ tests are insufficient and unclear.

Scheffgen, K., Happeé, F., Anderson, M., & Frith, U. (2000). High “intelligence,” low “IQ”?



Speed of processing and measured IQ in children with autism. *Development and psychopathology*, 12(01), 83-90.

The article addresses the problem of appropriateness of IQ tests. It is claimed that standard tests to measure intellectual ability are inappropriate, as children with high intelligence may have low IQ scores. This view is supported with the findings of a quantitative research conducted on children with autism. The authors analyze different studies that suggest that IQ tests are appropriate for children with this deviation and claim that this idea is absolutely wrong, as there is no proof regarding validity of these tests. Such tests can underestimate child's intellectual abilities. The notion of intelligence is addressed in the article. The authors correlate it with IQ measurement.

Sparrow, S. S., & Davis S. M. (2000). Recent advances in the assessment of intelligence and cognition. *Journal of Child Psychology and Psychiatry*, 41(1), 117-131. Retrieved from http://www.psy.vanderbilt.edu/courses/hon182/overview_of_intelligence_testing.pdf

The authors evaluate different strategies used to assess human cognitive abilities. Although the authors do not pay much attention to the effectiveness and sufficiency of IQ testing, they express their attitude towards this issue. Despite the fact that the authors do not reject the idea that IQ tests can measure intellectual ability, there are some certain implications that testing of IQ level is not enough since IQ is more the measurement of cognition, not intelligence. Moreover, Sparrow and Davis insist that all three notions – cognition, IQ and intelligence are not synonymous, as they include a bit different concepts. Therefore, an assumption can be made that IQ tests cannot truly measure person's intellect.

Vejar, C. (2014). Intelligence & the Plight of the Average Student. *Research Starters Education*, 1-10.

Current article presents an overview on the problems that is still under discussion today. It is current, but the issue discussed has caused many controversies for the last decades. The author considers that the concept of creativity, for instance, can serve as an indicated of person's



preparedness for life in society, not only intelligence can be that determiner. Furthermore, the point of creativity is analyzed in the proposed circumstances. The article is helpful for the regard it provides on the role of tests and meaning of intelligence. It is claimed that tests refer not to the definition of intelligence, but to the way to measure it, so they are not able to fully evaluate someone's intellectual abilities.

Weinberg, R. A. (1989). Intelligence and IQ: Landmark issues and great debates. *American*

Psychologist, 44(2), 98-104. Retrieved from <http://www.igs.net/~cmorris/intelligence-and-IQ-landmarks.pdf>

The author discusses the correlation of IQ tests to real measurement of intellectual ability.

The notion of intelligence is defined in the article. Weinberg analyses the attitude of different scholars towards the effectiveness of IQ testing. Author suggests that IQ tests cannot truly measure human intellectual ability, as intelligence has many dimensions. Therefore, many controversies occur. The study supports the idea that IQ test cannot serve as a measurement of all intellectual abilities a person possesses. The author claims that intelligence is not limited to the spheres evaluated with the different intelligence tests. The scientist also rejects the idea that IQ is inborn and unchangeable and disapproves the tendency regarding the IQ test results as an indicator of a person's intellectual abilities.