**Title of the course:** Individual differences in cognition

**Course code:** PSYM21-CD-102

**Head of the course**: Kovács Kristóf

**Academic degree:** PhD

**Position:** senior research fellow

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

The course aims to provide an overview of individual differences in cognitive abilities. It integrates standard topics in individual differences, such as the nature-nurture issue, sex differences, and ageing. Besides, we will survey statistical models of the structure of abilities as well as explanations of the main findings. The emphasis will be on cognitive theories in general and the role of working memory and executive functions in particular.

**Learning outcome, competences**

knowledge:

* human cognitive abilities
* individual differences
* the basics of psychometrics and latent variable modeling

attitude:

* interdisciplinary approach
* sensitivity toward the nature/nurture debate
* sensitivity toward gender differences

skills:

* analytic thinking
* understanding of statistical models of the structure of abilities

autonomy, responsibility:

* Implementation of knowledge and skills in accordance with ethical standards.

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| **Az oktatás tartalma angolul** |

**Topic of the course**

* Introduction & history: Why are individual differences the ’abandoned children’ of cognitive/experimental psychology?
* Psychometrics
* The structure of cognitive abilities 1.: the general factor
* The structure of cognitive abilities 2.: specific abilities
* The neuroscience of cognitive abilities
* Theories of individual differences 1.
* Theories of individual differences 2.
* Sex differences in cognitive abilities
* The heritability of intelligence
* Environmental effects on cognitive abilities
* The Flynn effect: intergenerational gains in IQ
* Age effects on cognitive abilities

**Learning activities, learning methods**

* lectures
* group discussions
* written assignment
* student presentations (optional)

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Written exam (60%)
* Essay or applied project or research plan (40%)

Mode of evaluation:

* exam mark
* aggregated score based on the above panels

Criteria of evaluation:

* the level of the acquired knowledge
* methodological sensitivity

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Selected chapters from Mackintosh, N. J. (2011). *IQ and human intelligence*. Oxford University Press.

**Recommended reading list**

* Mackintosh, N. J. (2011). History of Theories and Measurement of Intelligence. In R. J. Sternberg (Ed.), *The Cambridge Handbook of Intelligence* (pp. 3–19). Cambridge University Press. https://doi.org/10.1017/cbo9780511977244.002
* Kovacs, K., & Conway, A. R. A. (2019). What Is IQ? Life Beyond “General Intelligence.” *Current Directions in Psychological Science*, *28*(2), 189–194. https://doi.org/10.1177/0963721419827275
* Plomin, R., & Von Stumm, S. (2018). The new genetics of intelligence. *Nature Reviews Genetics*, *19*(3), 148–159. <https://doi.org/10.1038/nrg.2017.104>
* Deary, I. J., Penke, L., & Johnson, W. (2010). The neuroscience of human intelligence differences. *Nature Reviews. Neuroscience*, *11*(3), 201–211. https://doi.org/10.1038/nrn2793
* Miller, D. I., & Halpern, D. F. (2014). The new science of cognitive sex differences. *Trends in Cognitive Sciences*, *18*(1), 37–45. https://doi.org/10.1016/j.tics.2013.10.011
* Flynn, J. R. (2020). Secular Changes in Intelligence: The “Flynn Effect.” In R. J. Sternberg (Ed.), *The Cambridge Handbook of Intelligence* (2nd ed., pp. 940–963). Cambridge University Press. https://doi.org/DOI: 10.1017/9781108770422.040
* Conway, A. R. A., & Kovacs, K. (2020). Working Memory and Intelligence. In R. J. Sternberg (Ed.), *The Cambridge Handbook of Intelligence* (pp. 504–527). Cambridge University Press. <https://doi.org/10.1017/9781108770422.022>
* Sternberg, R. J. (2012). Intelligence. *Wiley Interdisciplinary Reviews: Cognitive Science*, *3*(5), 501–511. <https://doi.org/10.1002/wcs.1193>
* Deary, I. J., Cox, S. R., & Hill, W. D. (2021). Genetic variation, brain, and intelligence differences. *Molecular Psychiatry*. <https://doi.org/10.1038/s41380-021-01027-y>
* Kamphaus, R. W., Pierce Winsor, A., Rowe, E. W., & Kim, S. (2018). A history of intelligence test interpretation. In D. P. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed., pp. 56–72). Guilford.
* Ellingsen, V. J., & Engle, R. W. (2020). Cognitive approaches to intelligence. In R. J. Sternberg (Ed.), *Human intelligence: An introduction*. Cambridge University Press.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

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| **Further specific information (eg. requirements) (if relevant)** |