

Question



**ASSIGN
BUSTER**

Running Head: QUESTION Question College: Answer Question The role of intelligence and Personality. Intelligence and personality are two related psychological concepts. Intelligence has a great effect on the personality of an individual. Intelligence has the authority to determine positive cognitions of personal competence in a learning environment. People with high intelligence adjust better and faster in any learning environment (American Psychological Association, 1999, p. 30). Intelligence generates a learner's ability to adopt realities of the general environment and the school culture, and the physical world, which is part of an integrated learning process. This enables the person to acquire traits that are more sociable. Intelligence is a personal resource that helps a person to attain personal growth and adjustment into a learning environment. Intelligence is a shield against psychological stress and diseases.

Personality on the other hand, is an icon of the intellectual capability of an individual. It affects the person's academic performance by influencing the intellectual functioning of the person. Personality factors determine the results of intelligence test. Personality is responsible for the development of cognitive-adoptive ability that enhances a person's capability to cope with a certain learning environment (American Psychological Association, 1999, p. 30). Personality develops context-bound practical intelligence. This is the kind of intelligence that enables an individual to handle a situational context, and in the case of a learning environment, the learner is able to handle the learning environmental situations, and adapt to the learning environment accordingly.

2 - Answer question 2 - How does knowledge of lifespan theories influence our teaching strategies

Life span theories have great influence on the teaching strategies that teachers adopt. Life span theories shape the strategies of teaching in that, the instructor must put in mind that, there are general principles that guide development in human beings at different levels of human development (American Psychological Association, 1999, p. 31). For instance, the instructor must consider the factor that, at a certain age, the individual is able to form certain opinions over certain topics while at another age level, the same person cannot form any opinion over the same topic. This brings about the issue of opinion diversity over development level. As a result, the instructors must program their teaching processes and strategies in way to fit the needs of their learners in relation to the level of development (American Psychological Association, 1999, p. 31). Life span theories enlighten instructors on the ways in which social and physical factors shape individuals' the growth and well-being at different levels of human development. This makes the instructor understand the needs of the learner at a certain developmental level. As a result, the instructor will incorporate the learning strategies that will appeal to the developmental level of the learner, hence facilitating smooth learning and creating viable environment for learning activities.

3 - Answer question 3 - Group development - applications to my teaching environment

Groups' development influences the instructor's choice of teaching methods. For instance, when an instructor is handling a class of learners who are all within one level of development, he or she chooses instruction strategies that appeal to that level of development. In case the group is composed of different developmental levels, the instructor must choose an instruction

strategy that meets the needs of each learner (American Psychological Association, 1999, p. 34). For instance, lecture method of teaching applies to middle age learners and old age learners. Class discussion as a teaching method is favourable to the same age. Role-play and modelling apply to children, middle age, and old age. This strategy may appeal to individuals in all levels of development.

1 - Feedback 1

Personal view of success and responsibility changes meaning with each development level. People below 15 years have a deferent view of success and responsibility. Those aging past 15 years have another different view of success and responsibility (American Psychological Association, 1999, p. 33). Psychological factors determine these changes in views of success and responsibility. These factors include reality factor, the influence of educational processes, the emotional factors, and individual values. The role of self-concept in developing the view one has on success and responsibility is all what an individual need to be holistic, not what others think or say about him or her.

2 - Feedback 2

The knowledge of components of intelligence helps an instructor to broaden the view of his or her career (American Psychological Association, 1999, p. 33). The view shifts from mere delivery of information to systematic planning of educational activities, ways of implementation, the assessment and control of these processes, and their results. The seven components of intelligence dictate the teacher's career as he or she must work towards the benefit of the learner.

3 - Feedback 3

Personality that form as result of self-paced, learning environment can affect positively or negatively intelligence performance of an individual. The choice of sitting position in a classroom situation is a very important factor in determining the nature of the learning environment in the classroom (American Psychological Association, 1999, p. 34). This can build or destroy team development. It can lead to development of strong interpersonal learning skills which makings learning a smooth activity. On the other hand, it can also cause a source of chaos in a classroom situation especially when learners with negative traits sit together in a learning environment.

Reference:

American Psychological Association. (1999). Psychological Abstract. USA.

American Psychological Association