

# Discussion

[Psychology](#)



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Section/# Questions/Answers Q1) Tests can of be biased if they require and/or weigh information with regardsto a person’s ethnic or socio-economic status as a means of seeking to answer the ultimate ancillary goal that the study necessarily sets out to answer. Another type of research bias that can occur is referred to as confirmation bias. This type of bias is one in which the researcher necessarily picks data points that will help to reinforce the hypothesis that he/she has already established in his/her own mind; as mentioned by (Schwin et al 2012). This is of course the most common type of testing bias but is also the one that has the greatest affect on nearly every testing method and/or environment as humans are predisposed to represent their own biases within the work they produce. Seeking to limit or to stop the representation of such biases is a difficult task which requires concentration and dedication to ensure does not creep into the testing results; as mentioned by (Allen et al 2012). Finally, design bias is the type of bias in which the researcher or researchers set up the experiment or test in a way that fundamentally leads to the results to be represented in a biased manner as a function of the fact that an unprejudiced result is not guaranteed by the faulty design. Design bias is one of the hardest of the three forms of bias that has thus far been discussed to overcome. Due to the fact that the ultimate research question and the ultimate result is something that the researcher(s) is ultimately familiar with, a bias in the way that the rubric is crafted is almost unavoidable.

Q2)

Though the debate between intelligence being primarily environmental or genetic has raged for decades, the fact of the matter is that a determinant solution between which one of the two bears the highest level of ultimate

importance is unlikely. This is due to the fact that intelligence has been proven to have strong genetic components that are developed as a function of individual and complex components of inter-familial genetic inheritance. However, the fact of the matter is that there is a great deal of evidence, perhaps more even, that points to the fact that environmental factors such as parental encouragement, development of reasoning skills, practice, and affective schooling also have profound and measurable affects on the level of overall intelligence that is actually represented within the individual. These environmental factors also include a host of biological factors such as the level of disease that is present within the individual, the level of physical trauma, prenatal nutrition etc.

These of course can be further broken down to mean that intelligence level can be understood as both capacitive and learned. The capacitive portion of intelligence of course relates directly to the genetic markers that have thus far been related. Similarly, the learned levels of intelligence relate to the environmental factors that act on the individual once they have a baseline of capacity to integrate with. As a litany of studies have indicated, such as (Bratko et al 2010), (Cho et al 2012) and (Simandan 2009), seeking to define intelligence in terms of one of these or the other will necessarily miss out on a large part of the overall definition.

#### References

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