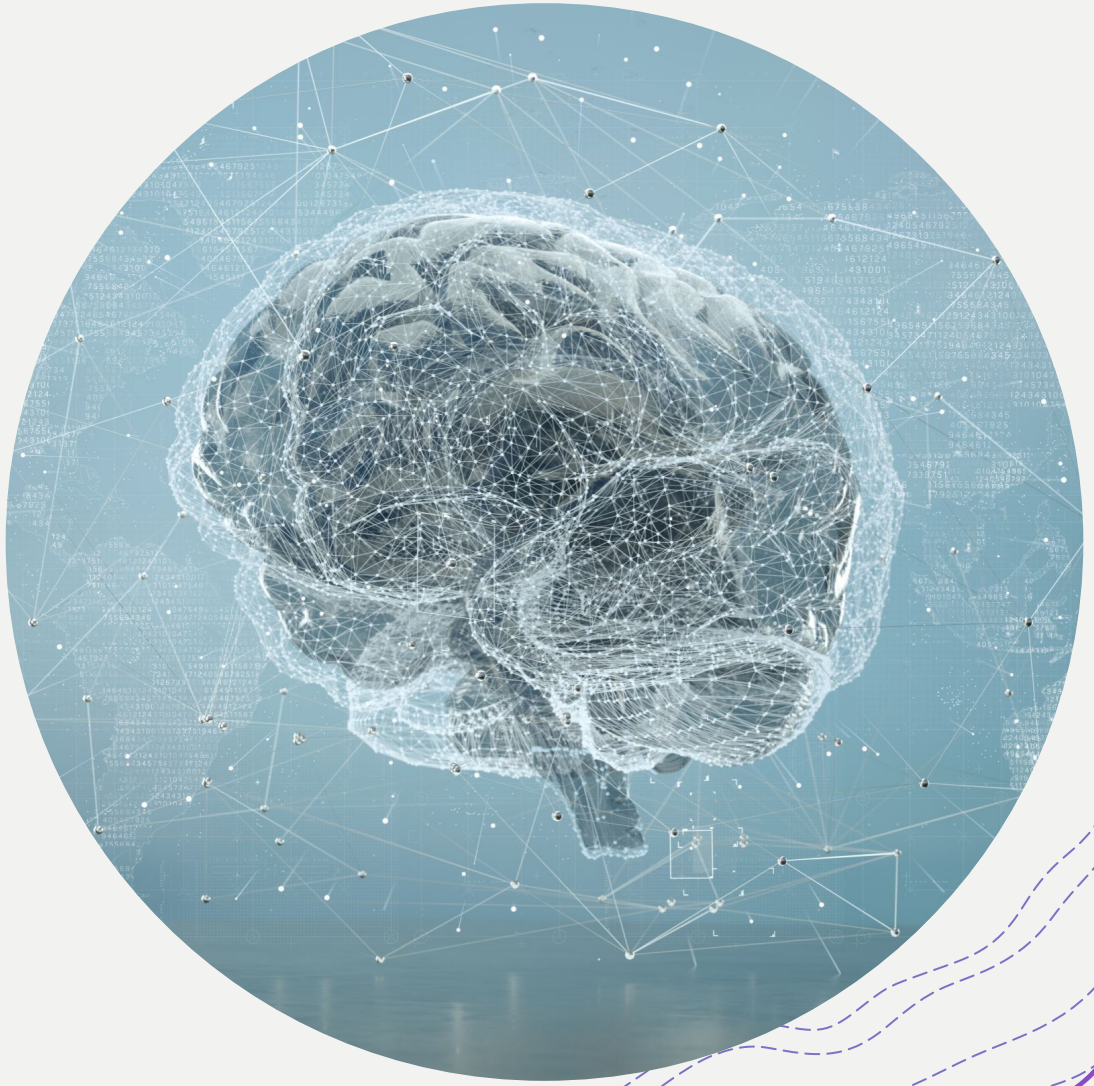
Intelligent Minds and Machines

PSYC 3043

T Th 1.15-2.40 pm

Adams 103



welcome!

- your instructor: Abhilasha Kumar (she/her/hers)
  - pronunciation: uh-bHi-laa-shaa kumaar
- preferred way to address me:
  - Professor
  - Professor Kumar
  - Prof. Kumar
- office: Kanbar 217

agenda for today

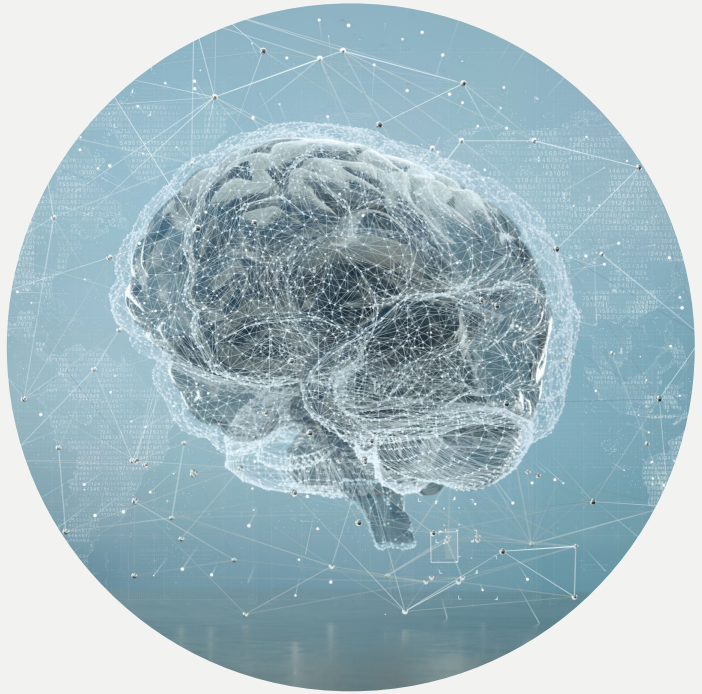
+ meet & greet
+ course walkthrough + discussion schedule
+ intelligence in broad strokes

ice-breaker

- turn to the person on your left and tell them [2 minutes]:
  - your name and pronouns
  - your year & major
  - classes you're in this semester
  - where home is
  - your favorite place in Maine
- share what we learned about a peer

what is this course about?

- introducing you to **modern perspectives on intelligence**
- **learning goals**
  - analyze and **evaluate** current approaches to understanding and building intelligence
  - **synthesize** literature on an aspect of intelligence and produce an original critique
  - develop an **appreciation** for cultural and ethical issues surrounding the study of intelligence



where does the course live?

- course website:
  - https://teaching-cognition.github.io/mindsandmachines/
  - course schedule, policies, final project details
- canvas
  - announcements
    - make sure you have notifications turned on!
    - go into account settings on canvas to check this
  - all submissions
    - annotations
    - summaries
    - surveys
    - project milestones
    - meme submission
  - keeping track of flex days

website & hypothes.is walkthrough

- go to Canvas > Modules > Week 1 > syllabus annotation assignment
- read and annotate (5 minutes):
  - group 1: up to course schedule
  - group 2: materials and grading (up to class participation)
  - group 3: leading discussions & final project
  - group 4: extra credit + course policies
- share with the class!
  - summary + any questions

general class format

- you will read and annotate **before** class
- class time will be devoted to
  - discussions + activity + question time
- each week, these things are due
  - annotations for readings/podcasts
  - discussant feedback
  - weekly summary (one QALMRI/SPARK)
  - optional meme
- sometimes: project milestones

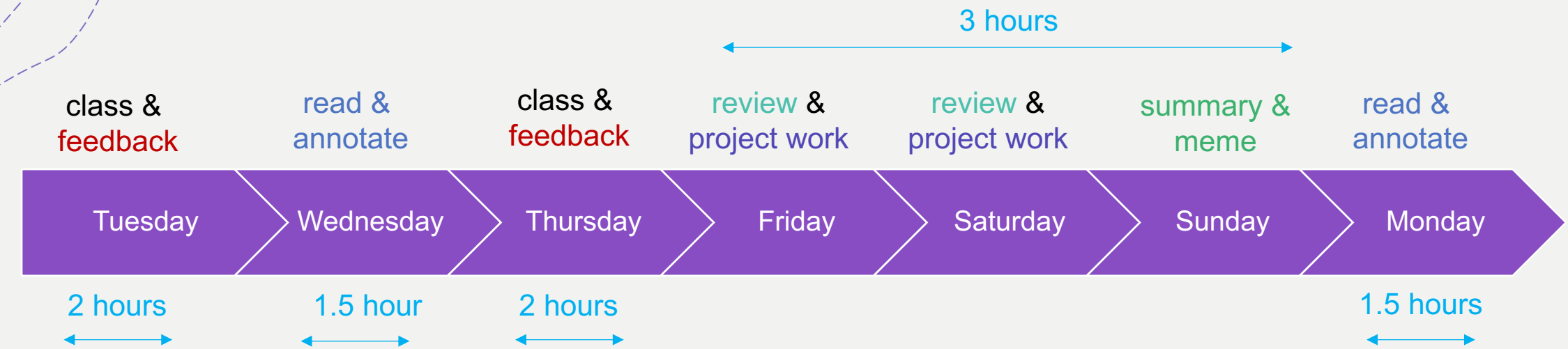
how to get the most out of this class

- utilize evidence-based effective study strategies:
  - retrieval practice: ask questions, practice active recall
  - elaborative encoding: ask “why” questions, use mental maps, paraphrase, try mini-exercises
  - spaced practice: space out your studying, do not cram!
- but...your attitudes toward effort also matter
  - a “growth mindset”
  - read the assigned chapters/readings **before** class
  - come prepared to class for engagement
  - minimize distractions
  - plan early for assignments, assessments, and projects

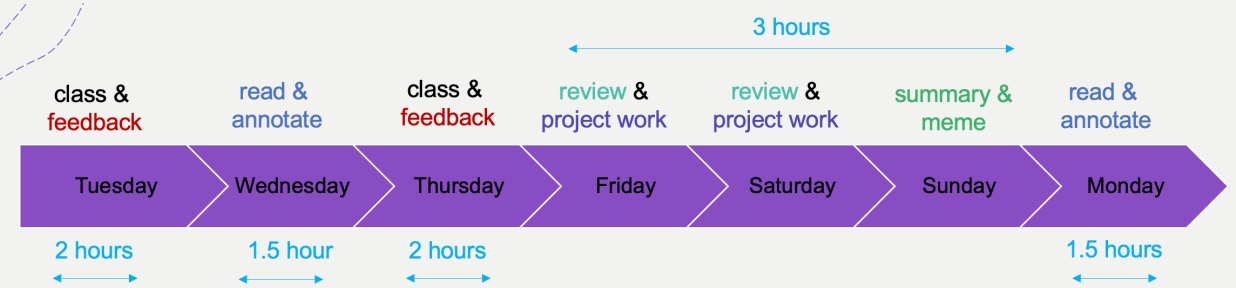
the course is designed to support you

- retrieval practice
  - class participation via activities/reflections
  - incremental project milestones
- elaborative encoding
  - activities that help you revisit content
  - class project that helps you connect concepts learned in class via newer formats
- spaced practice
  - concepts from earlier classes form the basis of later classes
  - class project involves integrating old and new content

a weekly breakdown



if I was a student, I would...



+USE A CALENDAR!!

+keep track of project milestones a week ahead of time

+use retrieval practice / elaborative encoding strategies

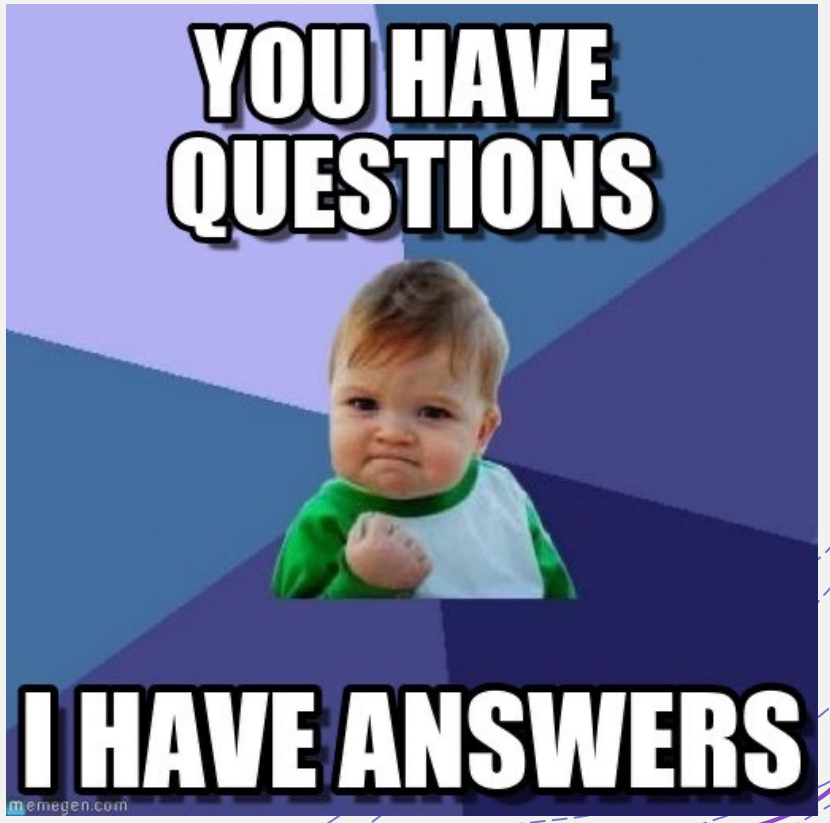
+make high-quality notes/annotations

+allocate Friday/Saturday to project work

+allocate Sunday to weekly summaries & memes

when you have thoughts and questions

- office hours: these are YOUR hours!
  - will be finalized by next week
- meetings by appointment
- anonymous feedback
  - end of each month



reasons to come to office hours

+ Qs about material
+ Qs about course policies/assessments/grades
+ ideas for leading discussions
+ reflections on the classroom experience
+ discussions about class project

valuing our voices

- I will try my very best to create an inclusive environment for all of you
  - we are all different and that is a strength
  - we also exist beyond the classroom!
- but…
  - I am always listening and learning so PLEASE reach out!

https://www.verywellmind.com/what-the-colors-of-the-new-pride-flag-mean-5189173
https://www.them.us/story/progress-pride-flag-intersex-inclusive-makeover

discussion schedule

+ solo: based on the number you picked out
+ group: based on joint numbers

activity time

+ take a minute and note down:
+ what does “being intelligent” mean to you?

think-pair-share

- think about [2 minutes]:
  - your response to “being intelligent”?
  - when you think of minds, who/what comes to mind?
  - does your description of being intelligent apply to non-human minds?
- pair & discuss with person on your right [5 minutes]
- share [5 minutes]

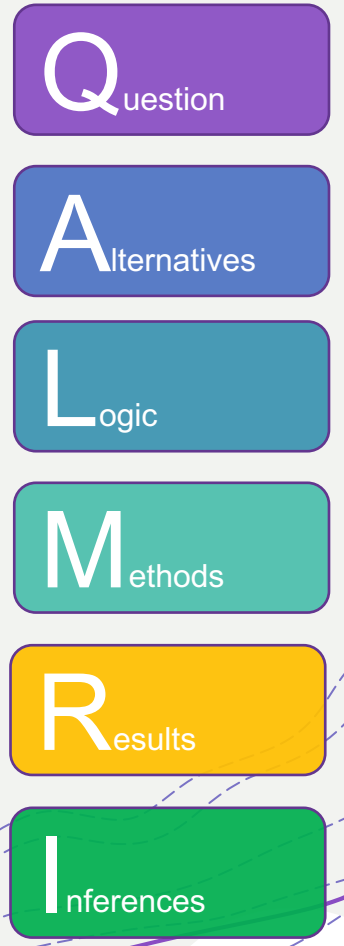
guests next week

Dr. Jen Coane
Colby College

Dr. Sharda Umanath
Claremont McKenna College

groups for next class (Coane et al.)

- QALMRI is a tool to glean important information from empirical papers in psychology
- you will choose a group leader and focus on coming up with 1-2 questions relevant to one aspect of the QALMRI
  - Question: Alyssa & Ella H
  - Alternatives: Michael & Uma
  - Logic: Ella O & Amari
  - Methods: Ian & Dyana
  - Results: Nick S & Jon
  - Inferences: Nick W & Carrie



to-do's

- **before** Sunday
  - *read and annotate*: syllabus
  - *read and annotate*: QALMRI/SPARK
  - *submit* : pre-class survey
  - *submit* : Week 1 summary (writing)
  - *submit* : Week 1 meme (optional)
- **before** Tuesday:
  - *read and annotate*: Yakushko (2019)
  - *read and annotate*: Coane et al. (2023)
  - *meet & discuss* : Coane et al. QALMRI and group leaders