

Cyber Psych Links for GENERAL PSYCHOLOGY: WITH SPOTLIGHTS ON DIVERSITY

Chapter 7

SOME THOUGHTS ON THINKING (pp. 232-233)

There is something sensible about looking on the Internet for information about higher cognitive processes. The very creation of the Internet reflects some serious cognitive processing. Indeed, for each of the Topics in this chapter there are thousands and thousands of websites that one could visit. Many are, understandably, quite technical or specific. As always, I have tried to pull together here a few sites that have general interest and appear to have staying power.

<http://www.criticalthinking.org>

Critical thinking has its own website. There are some free goodies under the heading “Research” on the homepage.

<http://www.austhink.org/critical>

Patience will pay off. If nothing else, take a minute to skim through the “Top Ten” on the homepage.

<http://www.thinking.net>

With a URL like this, it has to be a good website—and it is. Most links are free, but there are several attempts to sell you things along the way.

<http://pegasus.cc.ucf.edu/~janzb/reasoning>

A mega-site, where there are lists of relevant sites on “Argumentation,” “Critical Thinking,” “Formal Reasoning,” “Logic,” etc.

PROBLEM-SOLVING (pp. 234-239)

As you might imagine—if you thought about it—most of the Internet websites devoted in any way to “problem-solving” deal with trying to provide help for persons with personal adjustment problems. (Google will give you nearly 5.5 million sites on the subject.) Indeed, you can think of psychotherapy as a form of problem-solving. In this section, however, let’s try to stay focused on more intellectual or academic sorts of problems.

<http://mentalhelp.net/psyhelp/chap13/chap13o.html>

Another practical approach to “Decision-Making and Problem-Solving.”

<http://www.mindtools.com>

A major website on all sorts of issues; here, scroll down and click on problem-solving and decision-making.

CREATIVITY (pp. 240-241)

Most people seem to think that creativity and creative problem-solving skills are blessings given to others. It is as if creativity were a gift—either you have it or you don't. There is no evidence that such is the case. Approaching life—and problem-solving—creatively is something all of us can do, but like so many other things, it will take effort.

<http://members.optusnet.com.au/~charles57/Creative/index2.html>

An enormous website on creative problem-solving.

<http://www.cpsb.com>

Homepage of the [commercial] “Creative Problem Solving Group.”

<http://www.winwenger.com/mind.htm>

A whimsical—and creative—site of links on creative problem-solving techniques.

<http://www.quantumbooks.com/Creativity.html#15>

A somewhat strange and charming site on creative problem-solving.

LANGUAGE (pp. 241-245)

Of all our cognitive skills, our ability to communicate with language may be the most impressive. Most psychologists argue that language-use is what makes us human and unique in the animal world. The psychological study of language is a relatively new field in psychology, having begun as did cognitive psychology in the mid-1960s.

[http://nationalzoo.si.edu/Publications/ZooGoer/1995/6/machiavelli
anmonkeys.cfm](http://nationalzoo.si.edu/Publications/ZooGoer/1995/6/machiavelli_anmonkeys.cfm)

A bit dated (1995), but an excellent article on the issue of primate language.

<http://animal-info.net/animalwelfare/primata.html>

A host site for issues about primates in general, with many links that will get you to the discussion of language in primates.

<http://digilander.libero.it/linguaggiodelcorpo/nonverb>

Only on the Internet! A very full website on body language and nonverbal communication.

JUST WHAT *IS* INTELLIGENCE? (pp. 246-251)

If by now you need any convincing of the difficulties involved in even defining the concept of intelligence, try entering the term in your favorite web browser. You will be overwhelmed with sites on every kind of intelligence imaginable—and some that are just tough to imagine! Again, I’ve tried to stick to mainstream issues covered in the Topic. Even scarier is entering “IQ Tests.”

<http://www.indiana.edu/~intell>

The site is called “Human Intelligence”—historical influences, current controversies, teaching resources. Most excellent!

<http://www.personalityresearch.org/intelligence.html>

A great site on theories of intelligence, with a focus on “One versus Many.”

<http://eqi.org>

Everything you might want to know about emotional intelligence. NOT an “academic” site, so go slowly and be careful.

<http://www.eiconsortium.org>

A much more academic site on emotional intelligence; many other links are available here.

PSYCHOLOGICAL TESTS OF INTELLIGENCE **(pp. 251-257)**

Theoretical definitions notwithstanding, an operational approach to intelligence claims that intelligence is what intelligence tests measure. True, such an approach is a bit tongue-in-cheek, but there is some logic to the notion. For “intelligence” to be a useful, practical concept in any setting, there must be some reliable and valid way to measure it. Measuring intelligence is an effort with a long history in psychology. The following websites will shed some light on the issue, hopefully beyond what is in the text.

<http://psychclassics.yorku.ca/Binet/binet1.htm>

A great paper by A. Binet; get the word from the pioneer himself.

<http://psychclassics.yorku.ca/Terman/terman1.htm>

And here’s another—by L. M. Terman, who brought Binet’s test to the U.S.

<http://www.wilderdom.com/personality/L3-2EssentialsGoodPsychologicalTest.html>

A very good discussion of the “Essentials of a Good Psychological Test.”

GROUP DIFFERENCES IN MEASURED INTELLIGENCE (pp. 257-265)

Once psychologists had tools for measuring general intelligence, they tended to follow the natural inclination to use it. If a trait such as intelligence can be measured, a reasonable course of action would be to look for differences (or similarities) among people on that measured trait. Your text talks first (and importantly) on the interpretation of measured differences between groups of individuals, no matter what the trait being measured. Then we address gender, age, and ethnic/racial differences in measured intelligence. The Internet seems much less interested in age and gender differences, with nearly all of its coverage focusing on racial differences in IQ. Nonetheless, there are a few sites on gender differences worth a look.

<http://sq.4mg.com/male-femaleIQ.htm>

Frankly, a strange site, but it raises good issues on gender differences in IQ; be sure to follow the links.

<http://www.polymath-systems.com/intel/essayrev/sexdiff.html>

An only-slightly dated summary article on gender and mental abilities.

<http://www.apa.org/monitor/mar98/dial.html>

The American Psychological Association on race and ethnicity.

http://en.wikipedia.org/wiki/Race_and_intelligence

An almost surprisingly good summary on race and intelligence.

<http://www.indiana.edu/~intell/bellcurve.shtml>

The definitive site on *The Bell Curve* and racial differences in IQ from the “Human Intelligence” website.

EXTREMES OF INTELLIGENCE (pp. 265-268)

Most of us, black or white, male or female, young or old, have measured IQ values that tend to huddle around the overall mean (average) of 100. However, there are some individuals—a minority, almost by definition—whose IQs fall at the extreme, at the tails of the IQ’s bell curve. Most of what we know about folks with IQs at the extreme, we know about those with low IQs, below 70, often called “mentally retarded.” We know less about people with IQs above 130—the “mentally gifted.”

<http://www.nagc.org>

The website of the *National Association for Gifted Children*, basically an advocacy group of parents, teachers, and educators.

<http://www.aamr.org>

Site of the *American Association on Mental Retardation*—a huge site with many links.

<http://www.thearc.org>

The ARC—a “grassroots” advocacy organization of 140,000 members in over 1,000 chapters.

<http://www.acf.hhs.gov/programs/pcpid>

Site of *The President’s Committee for People with Intellectual Disabilities*, a part of the Administration for Children and Families of the U.S. Department of Health and Human Services.