

WHAT IS DYNAMIC INTELLIGENCE?



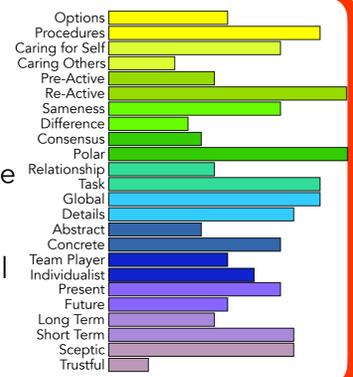
The Theory of Constructed Development focuses on how human beings utilise shortcuts in their thinking in order to construct their **Intention, Awareness, Choice and Response™** in the moment. The **process** of constructing our thinking in the moment is called **Dynamic Intelligence** by Stevens (2020). This poster asks if DI can be considered a legitimate 'intelligence'.



According to Gardner (1983), and Kornhaber, Fierros & Veneema (2004), there are certain criteria for the identification of an intelligence: It should have a distinct developmental trajectory. That is, different intelligences should develop at different rates and along paths which are distinctive. It should be supported by evidence from **psychometric** tests of intelligence. It should be distinguishable from other intelligences through experimental psychological tasks. It should demonstrate a core, information-processing system. That is, there should be identifiable mental processes that handle information related to each intelligence. The aims of a scientific theory are, according to Popper (1972), twofold: (1) theoretical understanding (which can also be termed explanation); and (2) practical understanding (which incorporates prediction and technical explanation). Popper emphasised that the aim of science is to provide 'satisfactory explanations' of things that are 'in need of explaining' (p. 191). To do so, scientific enquiry requires testable hypotheses. A cohort of 50 leading experts in 1994 determined that: *Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings – "catching on," "making sense" of things, or "figuring out" what to do.* **So what is Dynamic Intelligence?**



According to Stevens (2020), Dynamic Intelligence is the process by which we construct our thinking in the moment in order to determine the path from (unconscious) Intention to Awareness, then Choice and finally Response. Feldman-Barrett says that: "predictions are the basis for every experience that you have and every action that you take" (p90). She states that predictions seem primal and help us to make sense of the world (p6) and their purpose is to minimise prediction error. Once this has happened, a prediction becomes a perception or experience. Our brains do not react to the world: instead, they use past experience to predict and then construct our experience in the world (p69). Finally, she states that: "a brain implements an internal model of the world with concepts because it is metabolically efficient to do so" (Feldman-Barrett, 2017). Stevens demonstrated that a **heuristic representation** of this idea from an adult's thinking perspective is an individual **Cognitive Intention**, of which there are fifty. We use all fifty to **construct** our map of the world, and it is only by understanding the underlying **Intention, Awareness, Choice and Response** of each, that our unique **Thinking Style** can be determined.

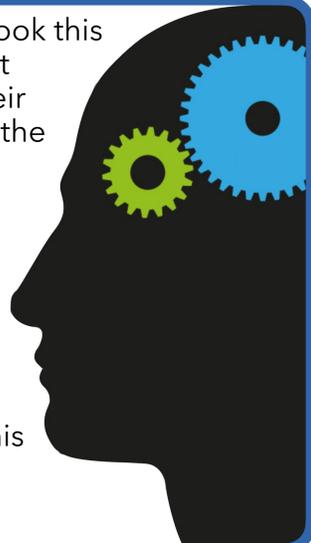


There is a long list of psychologists who have considered deconstructing 'intelligence' into a variety of categorises. Thurstone (1938, Thurstone & Thurstone, 1941) argued that intelligence could be better understood as consisting of seven primary abilities. Guilford (1967; Sternberg, 2013; Guilford & Hoepfner, 1971) conceptualised intelligence as consisting of four content categories, five operational categories, and six product categories; he eventually suggested there are 150 different intellectual faculties. Sternberg (1985) offered a triarchic theory of intelligence that identified analytic, creative, and practical intelligences. Finally, Ceci (1990, 1996) described multiple cognitive capacities that allowed for knowledge to be acquired and relationships between concepts and ideas to be considered. However, neither Willingham (2004) nor other 'geocentric' theorists have as yet provided an acceptable definition for **General Intelligence**. One could argue that 'g' is simply the common factor that underlies the set of tasks devised by psychologists in their attempt to predict academic success. This presents an element of isomorphism.



Part of successful intelligence is deciding what to change, and then how to change it (Sternberg, 2003a). Stevens (2020) took this one step further and questioned the **Intention** and **Awareness** of the individual making the change, to understand to what degree their construction of self was a **Choice**. This process he called **Dynamic Intelligence**. The more **Aware** one is of their **Intention** in the moment, the greater their capacity to **Choose** a different **Response**. This qualifies as an intelligence using the above criteria.

Gardner (1983) made it clear in "Frames of Mind" that there is no 'algorithm for the **selection** of an intelligence, such that any trained researcher could determine whether a candidate's intelligence met the appropriate criteria' (p.63). He went on to say that: 'the selection or rejection of a candidate's intelligence is reminiscent more of an **artistic judgment** than of a **scientific assessment**.' The problem is, students are taught about intelligences as if they are true. Warne, Astle & Hill (2018) found that three-quarters of psychology text books give disproportionate coverage to theories such as Gardner's Multiple intelligences, with 80% containing logical fallacies in their discussion of the topic (Warne, et al., 2018). From his research, Stevens showed that people are not self-aware, and even when they knew their behaviour (he called this therapy-aware as it was predominantly people who have had counselling) they were not able to stop doing it at **Choice**. This progressed the idea that there is a duality within **Intention** and **Awareness** that leads to the **Thinking Quotient** levels.



The diagram illustrates this **duality**. One can follow the path of a completely unconscious thinker, who would, being unconscious of their **Intention, Awareness, Choice and Response**, end up at the **bottom** of the TQ scale: **TQ2**. An individual who is completely conscious of their Intention all the way through to their **Choice** and many **Responses** in the moment would come out at the top of the TQ scale: **TQ5**.

An individual with an unconscious **Intention** has a **maximum** developmental level of **TQ3.4**, and thus in order to grow their thinking, one must go back to the last point of **unawareness** and bring it into conscious awareness. When adults think about our thinking, we must now consider the heuristics we use in the construction of our **Thinking Style**, our awareness of them, and our relationship to them. This approach solves the problem of, and simultaneously creates the field of **Adult Metacognition** measurement.



If we go back to the first box above, it is demonstrable that **Dynamic Intelligence** meets the requirements for being a legitimate intelligence. If one is aware of which Cognitive Intention one uses to construct their **Thinking Style** and **Response** in the moment, albeit based on the predictive value of prior experience as per Barrett, then one could become the architect of their Constructed Development. **Dynamic Intelligence** then becomes a graduated scale of self-awareness as informed and developed by the individual in response to the momentary stimuli, and thus a measure of **Adult Metacognition**.