

Contents

<i>List of tables</i>	<i>page</i> vii
<i>Preface</i>	ix
<i>Acknowledgements</i>	xi
1 From intelligence to its social representations	1
From genetic social psychology to the study of social representations of intelligence	3
Issues involved in studying social representations of intelligence	13
Intelligence as social representation	25
2 Research methodology	37
By way of preamble	37
The sample	39
Structure of the questionnaire	40
Treatment of the data	45
3 The dimensions of intelligence: results of the factor analysis	46
General aspects of intelligence	47
How intelligence develops	57
Teaching methods	65
Models of the child	73
Intelligence and school subjects	75
The contribution of scientific disciplines	76
Sources of information	78
4 The socio-psychological origins of representations of intelligence	80
The familiarisation of the unfamiliar	80
Shortage of information	86
Conclusions	93
5 Parental identity	95
The effects of parental experience	97
The intensity of parental experience	102
Parental experience and cultural background	106
6 Sexual differentiation and representations of intelligence	113
Sexual differentiation among students	113

Sexual differentiation among non-teachers	117
Parental identity and sexual differentiation	119
Working women and full-time mothers	123
7 Effects of occupation	129
The effect of social and occupational categories	129
The teaching profession: teachers and future teachers	133
The parental experience of teachers	138
8 Models of the child: experimental approach	144
The bright child and the child who is not bright	144
Models of the child and parental experience	151
Models of the child and teaching identity	153
9 Conclusions	155
The multiple meanings of the concept of intelligence	155
The socio-cognitive roots of the ideology of giftedness	157
The identity function of representations	159
Conclusion	162
Appendixes	165
1 Questionnaire 1: Intelligence	165
2 Questionnaire 2: The development of intelligence	169
3 Questionnaire 3: Teaching methods	173
4 Questionnaire 4: Images of the child	176
5 Questionnaire 5: School subjects	179
6 Questionnaire 6: Scientific disciplines	180
7 Questionnaire 7: Sources of information	181
<i>References</i>	182
<i>Index</i>	191

Tables

4.1	Mean factorial scores of subjects for whom differences of intelligence constitute an unfamiliarity and of those for whom they are not strange, and analyses of variance	<i>page</i> 82
4.2	Mean factorial scores for the best-informed and least-informed students, and analyses of variance	88
4.3	Mean factorial scores for the best-informed and least-informed non-students, and analyses of variance	92
5.1	Mean factorial scores of non-student subjects without children or with at least one child, and analyses of variance	96
5.2	Mean factorial scores of non-student parents with an only child or two or more children, and analyses of variance	103
5.3	Mean factorial scores of Swiss subjects without children and parents, and analyses of variance	108
5.4	Mean factorial scores of Bologna teachers' subjects without children and parents, and analyses of variance	110
6.1	Mean factorial scores of female students and male students, and analyses of variance	114
6.2	Mean factorial scores of women and men, excluding students, and analyses of variance	118
6.3	Mean factorial scores of parents who are women and those who are men, and analyses of variance	120
6.4	Mean factorial scores of mothers with no other declared occupation and mothers with another occupation, and analyses of variance	124
7.1	Mean factorial scores for Swiss subjects in 'lower', 'middle', and 'higher' social and occupational categories, and analyses of variance	130
7.2	Mean factorial scores of teachers and student teachers, all without children, and analyses of variance	135
7.3	Mean factorial scores of teachers who are parents and teachers without children, and analyses of variance	139
8.1	Frequency of subjects and degrees of freedom	145
8.2	The 'gifted' child	145
8.3	The 'sociable' child	146
8.4	The 'disciplined' child	147
8.5	The calm child	147

8.6	The 'communicative' child	148
8.7	The 'smug' child	149
8.8	The 'inheritor'	149
8.9	The 'gifted' child, as seen by parents and non-parents	152
8.10	The 'gifted' child, as seen by student teachers and teachers	154