

Korrekturhinweise

The power of character

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Begründungen

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The speaker says: “[...] that we’ve been focusing too much on IQ and on this sort of narrow range of cognitive skills that get measured on achievement tests.” Therefore, scientists used to measure intelligence with the help of achievement tests.

1

The speaker says: “And I think it’s - that’s what’s behind our obsession with test scores. You know that’s why we take test scores so seriously, even when we tell ourselves they don’t matter. We are kind of obsessed with them as families and as a country.” People generally are therefore very certain that test results are important.

2

The speaker says: “And so I’m writing about these scientists and educators who have identified this different set of skills, that they say are more predictive of a child’s ultimate success than IQ skills. [...] And they’re all gathering evidence first of all that these skills can be taught and second that they have a whole lot to do with how well kids do in life.” Success in life therefore depends on more than just the IQ.

3

The speaker says: “And, you know, what I love in this book, that is, there are so many references to different studies and how the studies kind of build on one another. There is no study that’s ‘Oh, this is it’. It’s kind of this person takes that and builds with that and they keep getting deeper and deeper and it’s really wonderful. When you talk about non-cognitive skills – I just go back to *Little House on the Prairie* – you know, I mean literally it seems like back in the day that’s more of what it was about, right? We’ve just moved away from this.” Therefore, the author of the book backs up his concepts by various scientific studies.

4

The speaker says: “So in some ways these ideas are not particularly new. I think it’s just that the pendulum has swung so far in the last couple of decades toward just focusing just on IQ and obsessing about, you know, Baby Einstein and getting cognitive skills in our kids so early on that I’m trying to push the pendulum back a little bit toward the middle.” In the past, people therefore paid too much attention to having a very high IQ.

5

The speaker says: “And then I do also think there is something new which is that we now have some new ideas and new evidence about what these skills really are. And then I think the other thing that’s new is that we now know that it’s possible to teach these skills.” Nowadays scientists therefore say that we can train children to develop their character.

6

The speaker says: “[...] because I know a lot of people’ve talked about – it’s critical to get kids reading by third grade. Lots and lots of reading and how that can help. And I’m not saying that’s wrong, I think that is true.” People therefore expect that children can read in their third year at school.

7

The speaker says: “However, what I was impressed was in your research and in this book it shows how kids as late as teens, I mean sophomores in high school were all of a sudden able to make that leap - and it has a profound effect and actually allowed them to get into college and do well.” Therefore teenagers sometimes develop very fast when they are in high school.

8

The speaker says: "Cognitive skills are important. But one of the things that's difficult about cognitive skills is that they tend to get stuck. So after about age eight a child's pure IQ doesn't actually move very much." Intelligence therefore does not change much after children are eight years old.

9

The speaker says: "But the part of our brains that controls these non-cognitive skills, the character strengths, is much more malleable. And it's malleable later up through adolescence and even into early adulthood. People can still change their character. I think we've seen it, we've all seen it in young people." People can therefore still shape their character when they are young adults.