

Special Issue

Intelligence in Education

Message from the Guest Editor

The United States has a long and controversial relationship with the use of standardized testing in public education. This Special Issue will include research from cognitive, developmental, educational, cultural, school, and quantitative psychology to examine the impact of various testing practices and policies within American education, with an emphasis on IQ and achievement tests. Keywords:

- IQ
- testing in education
- educational policy

Guest Editor

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About the Journal

Message from the Editor-in-Chief

The relatively new and ambitious *Journal of Intelligence* is devoted to the study of human intelligence. Intelligence is a fundamental core of being human, with far-ranging implications for all members of our society. Now more than ever, in a world in which most have access to the Internet, information, and misinformation, with reduced face-to-face interactions, understanding how to measure and develop human intelligence is a critical and vital mission. Human intelligence is studied from many different perspectives, for different purposes, and this journal has an open policy with respect to approaches and methodologies. We encourage submissions with the potential to innovate, show alternative perspectives, and highlight the importance of developing and measuring intelligence as well as studies on intelligence that have an impact on our lives.

Editor-in-Chief

Prof. Dr. Con Stough
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manuscripts are peer-reviewed and a first decision is provided to authors approximately 30.7 days after submission; acceptance to publication is undertaken in 3.8 days (median values for papers published in this journal in the first half of 2025).