1: Multiple Intelligences and Adult Literacy: A Sourcebook for Practitioners | Project Zero

This form can help you determine which intelligences are strongest for you. If you're a teacher or tutor, you can also use it to find out which intelligences your learner uses most often.

I pride myself on having a large vocabulary. Using numbers and numerical symbols is easy for me. Music is very important to me in daily life. I always know where I am in relation to my home. I consider myself an athlete. I feel like people of all ages like me. I often look for weaknesses in myself that I see in others. The world of plants and animals is important to me. I enjoy learning new words and do so easily. I have wide and varied musical interests including both classical and contemporary. I do not get lost easily and can orient myself with either maps or landmarks. I feel really good about being physically fit. I like to be with all different types of people. I often think about the influence I have on others. I enjoy my pets. I love to read and do so daily. I often see mathematical ratios in the world around me. I have a very good sense of pitch, tempo, and rhythm. Knowing directions is easy for me. I have good balance and eye-hand coordination and enjoy sports which use a ball. I respond to all people enthusiastically, free of bias or prejudice. I believe that I am responsible for my actions and who I am. I like learning about nature. I enjoy hearing challenging lectures. Math has always been one of my favorite classes. My music education began when I was younger and still continues today. I have the ability to represent what I see by drawing or painting. My outstanding coordination and balance let me excel in high-speed activities. I enjoy new or unique social situations. I try not to waste my time on trivial pursuits. I enjoy caring for my house plants. I like to keep a daily journal of my daily experiences. I like to think about numerical issues and examine statistics. I am good at playing an instrument and singing. My ability to draw is recognized and complimented by others. I like being outdoors, enjoy the change in seasons, and look forward to different physical activities each season. I enjoy complimenting others when they have done well. I enjoy hunting and fishing. I read and enjoy poetry and occasionally write my own. I seem to understand things around me through a mathematical sense. I can remember the tune of a song when asked. I can easily duplicate color, form, shading, and texture in my work. I like the excitement of personal and team competition. I am quick to sense in others dishonesty and desire to control me. I am always totally honest with myself. I enjoy hiking in natural places. I talk a lot and enjoy telling stories. I enjoy doing puzzles. I take pride in my musical accomplishments. Seeing things in three dimensions is easy for me, and I like to make things in three dimensions. I like to move around a lot. I feel safe when I am with strangers. I enjoy being alone and thinking about my life and myself. I look forward to visiting the zoo.

MULTIPLE INTELLIGENCES AND ADULT LITERACY pdf

2: Multiple Intelligences -- Introduction

This site, Multiple Intelligences for Adult Literacy and Education, applies Dr. Gardner's theory to adult education. With this site we hope to inspire teachers and tutors to discover innovative ways to help their learners succeed, based on their learners' intelligences.

Teachers may adapt the language and accompanying activities to suit the needs of the language learners in their classes. Word finds, pair dictations, dictionary and spelling work, focused listening, and grammar activities can help learners become comfortable with the inventory language even while they are engaged in skills work. Teachers may choose to let the students decide whether or not to score the inventory. Other activities, such as dialog journals, murals or bulletin boards, and small group conversations also offer adult ESL learners opportunities to reflect on their own strengths. The ideas and information that come from these activities can inform learner needs assessment and goal-setting processes. Teachers also become aware of the different ways in which students may demonstrate their understanding of material. MI theory provides a structured way of understanding and addressing the diversity that ESL instructors often encounter in the classroom Christison, On a given topic or skill, teachers can brainstorm with learners a list of activities to practice. For instance, beginners can learn about consumerism by making and labeling collages of merchandise, reading newspaper ads, developing dialogues, or going on a scavenger hunt to the store. In this way, each learner can acquire language skills by employing individual strengths or preferences. As a guide to provide a greater variety of ways for students to learn and to demonstrate their learning. Identification of personal strengths can make students more receptive to nontraditional learning activities and can give students a successful experience that builds their confidence as learners. Teachers have noted other positive effects of applying MI theory. When multiple activities are available, more students can find ways to participate and take advantage of language acquisition opportunities. With an MI curriculum, students become aware that different people have different strengths and that each person has a substantive contribution to make Kallenbach, This fits in well with project-based learning where students in a group can divide tasks based on individual strengths. For example, one learner might feel confident about planning, another might prefer to do the writing, and a third might feel able to present the project to the whole class. As a guide to develop lesson plans that address the full range of learner needs. An MI-informed reading lesson may begin with typical prereading activities reviewing earlier material, predicting what will happen next , followed by silent reading or reading aloud with discussion of vocabulary and text meaning. Learners can then complete a project, individually or in groups, to demonstrate their understanding of the text. The teacher offers a choice of projects, such as descriptive writing, map drawing, illustration, creation of a dialogue or skit, making a timeline, song writing, and retelling. Students are likely to become more engaged in learning as they use learning modes that match their intelligence strengths. Teaching and learning languages through multiple intelligences. ESL Magazine, 2 5 , Multiple assessments for multiple intelligences. Focus on Basics, 3 A , Putting theory into practice. The theory of multiple intelligences 10th anniversary ed. Are there additional intelligences? The case for naturalist, spiritual, and existential intelligences. Emerging themes in adult multiple intelligences research. Multiple intelligences in adult education sourcebook. The opinions expressed in this report do not necessarily reflect the positions or policies of ED. This document is in the public domain and may be reproduced without permission.

MULTIPLE INTELLIGENCES AND ADULT LITERACY pdf

3: NCSALL: Adult Multiple Intelligences

In this breakthrough volume, the authors present an overview of Multiple Intelligences (MI) theory along with concrete examples that educators can use in their classroom with adult literacy students.

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4: Integrating Learning Styles and Multiple Intelligences - Educational Leadership

MI Reflections-looking at the successes and challenges involved in using MI theory in adult education, including an array of activities for exploring MI theory with students. MI-Inspired Instruction-discussing how MI theory can be used to develop learning experiences and instructional strategies that tap into students intelligence strengths.

Literacy, Multiple Intelligences, and the Brain Most of us are familiar with the story of the Blind Men and the Elephant, a tale that comes to us from ancient India. In this story, a king presented an elephant to a number of blind men in his community and asked each to say what he thought it was. The first educator goes up to touch the Literacy Lion, and then runs back to the king shouting: Yes, all sorts of words, like the and captain and sure and poultry and wizard and tens of thousands more! All kinds of sounds! In fact, I counted all the sounds, and there are exactly 44! By now, you will have probably recognized that this story is a thinly disguised attempt to describe the history of literacy acquisition and the teaching of reading and writing over the past several decades in the United States and elsewhere. A lot of ink has been spilled in the course of this battle, and despite rounds and rounds of negotiations, the war continues to this day. The Literacy Lion is a powerful, complex, and mysterious beast. I want to make it clear from the outset that I do not propose that multiple intelligences now be considered thebest approach to literacy acquisition. I do not wish to become a new combatant in the reading wars. Rather, I want to use MI theory as a tool to help make sense of the many different approaches to reading and writing that are out there, showing how these different methods complement rather than contradict each other. I wish to employ MI theory, then, as a metacognitive strategy for organizing and making sense of the research findings, programs, and strategies that are already out there and being used in the teaching of reading and writing. The Theory of Multiple Intelligences: A Brief Primer Because I am using multiple intelligences as the unifying element in this peace conference on literacy, I would like to provide a short introduction for the reader who may be unacquainted with the theory. Those who wish to explore the theory in more depth may refer to a number of other resources: The theory of multiple intelligences was developed by Harvard professor Howard Gardner in the early s Gardner, Gardner argues that traditional ideas about intelligence employed in educational and psychological circles for almost a hundred years require significant reform. Drawing on his own observations and those of other scholars from several different disciplines, including anthropology, developmental psychology, animal physiology, brain research, cognitive science, and biographies of exceptional individuals, Gardner concluded that there were at least seven different types of intelligences that everyone seems to possess to a greater or lesser degree. As the theory evolved, he added an eighth intelligence to this list Gardner, Each intelligence represents a set of capacities that are brought to bear upon two major focuses: These eight intelligences are Linguistic Intelligence. The understanding of the phonology, syntax, and semantics of language, and its pragmatic uses to convince others of a course of action, help one to remember information, explain or communicate knowledge, or reflect upon language itself. Examples include the storyteller, orator, poet, editor, and novelist. Examples of those proficient in this intelligence include the actor, mime, craftsperson, athlete, dancer, and sculptor. Examples include the architect, mapmaker, surveyor, inventor, and graphic artist. The ability to understand and express components of music, including melodic and rhythmic patterns, through figural or intuitive means the natural musician or through formal analytic means the professional musician. Examples include the composer, pianist, percussionist, music critic, and singer. The understanding and use of logical structures, including patterns and relationships, and statements and propositions, through experimentation, quantification, conceptualization, and classification. Examples include the scientist, mathematician, logician, computer programmer, and statistician. Examples include the psychotherapist, entrepreneur, creative artist, and shaman. The ability to notice and make distinctions among other individuals with respect to moods, temperaments, motivations, intentions, and to use this information in pragmatic ways, such as to persuade, influence, manipulate, mediate, or counsel individuals or groups of individuals toward some purpose. Examples include the union organizer, teacher, therapist, administrator, and political leader. Examples include the zoologist, biologist, veterinarian, forest ranger, and hunter. The criteria are Susceptibility to Encoding in a Symbol

System. Gardner suggests that each intelligence has its own unique set of symbol systems. For example, linguistic intelligence includes a wide range of languages such as English, French, Spanish, and Russian, while logical-mathematical intelligence employs number systems and computer languages, and interpersonal intelligence draws upon a diverse group of gestures, facial expressions, and postures to represent moods, intentions, and ideas. Support from Psychometric Findings. Gardner indicates that if one looks at the subtest scores from standard intelligence tests, or at the quantitative measures for logical, linguistic, artistic, social, emotional, or kinesthetic aptitude tests, evidence suggests a general lack of correlation between scores in different intelligence areas, thus pointing to the relative independence of each intelligence. An Evolutionary History and Evolutionary Plausibility. A look at the archeological evidence suggests that each of the eight intelligences appears to have been used during prehistoric times by early homo sapiens, and most likely were used at even earlier stages of evolution, as evidenced by the presence of these intelligences in other members of the animal kingdom e. For each intelligence, there are individuals who have incredible abilities in that particular intelligence and yet appear to be highly underdeveloped in some or most of the other intelligences. Each intelligence has a definable set of operations that can be enumerated with specificity and taught to another person. For example, bodily-kinesthetic operations may include the ability to imitate the physical movements of others or the capacity to master established fine-motor routines for building a structure. For musical intelligence, operations might involve sensitivity to pitch or the ability to discriminate among different rhythmic patterns. Support from Experimental Psychological Tasks. For example, becoming a better reader will not necessarily make one a better math student, or learning to kick a soccer ball will not necessarily make it easier to paint a picture or relate well to another person. This general lack of transfer suggests the relative autonomy of each of the eight intelligences. Potential Isolation by Brain Damage. Disease or injury to certain areas of the brain appears to selectively impair specific intelligences while leaving the others intact. However, an individual with damage to the right temporal lobe may lose the ability to carry a tune while retaining the ability to speak, read, and write. Roughly speaking, here are major areas of the brain that are associated with each of the eight intelligences: Literacy Is a Whole-Brain Activity It seems clear from the above survey of the eight intelligences that reading and writing are linguistic activities. In addition, we tend to associate the activities of poets, playwrights, novelists, hyperlexic savants, and bookworms almost exclusively with linguistic intelligence. Certain distinctive brain structures, particularly in the left hemisphere for most people, are particularly important when it comes to the processing of the phonological, semantic, and syntactic aspects of words. In sum, there are strong reasons for literacy to be regarded as part and parcel of linguistic intelligence. First the human eye must see the word on the page. This sensation is first registered by the primary visual area in the occipital lobe the seat of spatial intelligence. Here then we see the involvement of several intelligences, including linguistic, logical-mathematical, spatial, and bodily-kinesthetic, in this simple act of speaking a printed word. Speaking a Written Word While the above scenario took place in the left hemisphere of the brain, there is increasing evidence that reading and writing involve significant use of the right hemisphere as well. In addition, the right hemisphere appears to take information that has been initially processed by the left hemisphere and uses it in the course of comprehending text Coney, There are also subcortical structures involved in the process of reading, including the cerebellum, which has been previously linked to bodily-kinesthetic functions, and also areas of the limbic system that become activated while experiencing emotions during the process of reading Fulbright et al. However, some of these newer brain studies which will be reviewed in greater detail throughout the book accord well with our understanding of the actual experiences involved in reading and writing. The person who reads and writes is doing far more than simply linguistically encoding data. She is also looking at the visual configuration of the letters. Then she must match these visual images with sounds. In doing this, she must draw upon her wealth of knowledge concerning musical sounds musical intelligence , nature sounds naturalist intelligence , and the sounds of words linguistic intelligence in order to make the proper letter-sound correspondences. In addition, she brings in information from her body bodily-kinesthetic intelligence to ground these visual and auditory sensations into a structure of meaning. As we will see in Chapter 2, the physical body is integral to processing the shapes of letters and the meaning of words and text. Once she begins to organize the information into grammatical

units, she draws upon deep intuitive syntactic structures that employ logical-mathematical transformations see Chapter 5 for more information about this process. As she reads meaningful information, she may visualize what she reads spatial intelligence , experience herself actively engaged in a physical way in the text bodily-kinesthetic intelligence , have emotional reactions to the material intrapersonal intelligence , attempt to guess what the author or characters intend or believe interpersonal intelligence , and think critically and logically about what she is reading logical-mathematical intelligence. She may decide to take action as a result of her reading and writing, either in a physical way bodily-kinesthetic intelligence or perhaps within some larger social context interpersonal intelligence. In each of these cases, our reader is bringing to bear different intelligences upon the multilayered processes of reading and writing. When we begin to think of literacy as involving all of the intelligences it becomes easier to understand the variety of ways in which literacy itself is learned and practiced. We know from the literature on individuals who have difficulty reading and writing that their difficulties are not all the same. Some students have particular problems with the visual configurations of letters sometimes this is referred to as dyseidetic dyslexia , while others encounter difficulties primarily with the sounds of language dysphonetic dyslexia. Other students can decode individual words but encounter obstacles in comprehending whole text. Some individuals have problems primarily with the underlying grammatical-logical structures of sentences. By the same token, people actually learn to read in many different ways. But it took a writer like Rudolf Flesch to point out that many students were being left out of this approach. As he indicated, some students need to learn to read by mastering the sounds or phonemes of language and their correspondences to the visual letters. Other students, however, have had difficulty with a decontextualized phonetic approach to reading and seem to do better with a method that emphasized real literature and natural contexts for reading and writing. Several years ago, a study on reading published in the New England Journal of Medicine received significant national attention by suggesting that individuals described as dyslexic were not part of a special species of learner separate from normal readers, but rather, that they represented the low end of a continuum of reading ability found in the rest of the population Shaywitz, et al. And the fact is, there are multiple pathways to the highest peaks of literacy as we will see in the next eight chapters of this book. I invite you to choose the second option, and, for the rest of this book join me in an adventure through the multiple intelligences of reading and writing. Stay current with the latest brain research in the fields of reading and writing, paying special attention to studies that link the right hemisphere and the limbic system and other subcortical areas of the brain to literacy hint: Survey the literature on the applications of multiple intelligences theory to literacy. Examine the reading, writing, and spelling programs being used in your own educational setting and note which intelligences besides linguistic are being addressed in them. No part of this publicationâ€"including the drawings, graphs, illustrations, or chapters, except for brief quotations in critical reviews or articlesâ€"may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from ASCD. Requesting Permission For photocopy, electronic and online access, and republication requests, go to the Copyright Clearance Center. Enter the book title within the "Get Permission" search field. To translate this book, contact permissions ascd. Learn more about our permissions policy and submit your request online.

5: Montessori Synergies Multiple Intelligences

The Adult Multiple Intelligences (AMI) Study was the first systematic effort related to multiple intelligences (MI) theory in adult literacy education. It was conceived in.

Integrating styles and intelligences can help children learn in many ways—not just in the areas of their strengths. In the 20th century, two great theories have been put forward in an attempt to interpret human differences and to design educational models around these differences. Learning-style theory has its roots in the psychoanalytic community; multiple intelligences theory is the fruit of cognitive science and reflects an effort to rethink the theory of measurable intelligence embodied in intelligence testing. Both, in fact, combine insights from biology, anthropology, psychology, medical case studies, and an examination of art and culture. But learning styles emphasize the different ways people think and feel as they solve problems, create products, and interact. The theory of multiple intelligences is an effort to understand how cultures and disciplines shape human potential. Though both theories claim that dominant ideologies of intelligence inhibit our understanding of human differences, learning styles are concerned with differences in the process of learning, whereas multiple intelligences center on the content and products of learning. Until now, neither theory has had much to do with the other. Howard Gardner spells out the difference between the theories this way: In MI theory, I begin with a human organism that responds or fails to respond to different kinds of contents in the world. Those who speak of learning styles are searching for approaches that ought to characterize all contents p. We believe that the integration of learning styles and multiple intelligence theory may minimize their respective limitations and enhance their strengths, and we provide some practical suggestions for teachers to successfully integrate and apply learning styles and multiple intelligence theory in the classroom. Learning Styles Learning-style theory begins with Carl Jung , who noted major differences in the way people perceived sensation versus intuition , the way they made decisions logical thinking versus imaginative feelings , and how active or reflective they were while interacting extroversion versus introversion. Although learning-style theorists interpret the personality in various ways, nearly all models have two things in common: A focus on process. Learning-style models tend to concern themselves with the process of learning: An emphasis on personality. Learning-style theorists generally believe that learning is the result of a personal, individualized act of thought and feeling. Most learning-style theorists have settled on four basic styles. Our own model, for instance, describes the following four styles: The Mastery style learner absorbs information concretely; processes information sequentially, in a step-by-step manner; and judges the value of learning in terms of its clarity and practicality. The Understanding style learner focuses more on ideas and abstractions; learns through a process of questioning, reasoning, and testing; and evaluates learning by standards of logic and the use of evidence. The Self-Expressive style learner looks for images implied in learning; uses feelings and emotions to construct new ideas and products; and judges the learning process according to its originality, aesthetics, and capacity to surprise or delight. Learning styles are not fixed throughout life, but develop as a person learns and grows. Our approximate breakdown of the percentages of people with strengths in each style is as follows: Mastery, 35 percent; Understanding, 18 percent; Self-Expressive, 12 percent; and Interpersonal, 35 percent Silver and Strong Most learning-style advocates would agree that all individuals develop and practice a mixture of styles as they live and learn. In fact, most people seek a sense of wholeness by practicing all four styles to some degree. Educators should help students discover their unique profiles, as well as a balance of styles. Strengths and Limitations of a Learning-Style Model The following are some strengths of learning-style models: They tend to focus on how different individuals process information across many content areas. They recognize the role of cognitive and affective processes in learning and, therefore, can significantly deepen our insights into issues related to motivation. They tend to emphasize thought as a vital component of learning, thereby avoiding reliance on basic and lower-level learning activities. Learning-styles models have a couple of limitations. First, they may fail to recognize how styles vary in different content areas and disciplines. Second, these models are sometimes less sensitive than they should be to the effects of context on learning. Either way, learning-style models have largely left unanswered the question of how context and

purpose affect learning. Who could have expected that a reconsideration of the word intelligence would profoundly affect the way we see ourselves and our students? Gardner describes seven intelligences: This theoretical depth is sadly lacking in most learning-style models. We all intuitively understand the difference between musical and linguistic, or spatial and mathematical intelligences, for example. We all show different levels of aptitude in various content areas. In all cases, we know that no individual is universally intelligent; certain fields of knowledge engage or elude everyone. Gardner has taken this intuitive knowledge of human experience and shown us in a lucid, persuasive, and well-researched manner how it is true. Yet, there are two gaps in multiple intelligence theory that limit its application to learning. First, the theory has grown out of cognitive scienceâ€"a discipline that has not yet asked itself why we have a field called cognitive science, but not one called affective science. Learning-style theory, on the other hand, has deep roots in psychoanalysis. Learning-style theorists, therefore, give psychological affect and individual personality central roles in understanding differences in learning. Multiple intelligence theory looks where style does not: It focuses on the content of learning and its relation to the disciplines. Such a focus, however, means that it does not deal with the individualized process of learning. This is the second limitation of multiple intelligence theory, and it becomes clear if we consider variations within a particular intelligence. Are conductors, performers, composers, and musical critics all using the same musical intelligence? What of the differing linguistic intelligences of a master of free verse like William Carlos Williams and a giant of literary criticism like Harold Bloom? How can we explain the difference in the spatial intelligences of Picasso and Monetâ€"both masters of modern art? Most of us would likely agree that different types of intelligence are at work in these individuals. Most of us, however, already have a way of explaining individual differences between Monet and Picasso, Martha Graham and Gene Kelly, or between different students in our classrooms: We refer to these individuals as having distinct styles. Of course, as Gardner would insist, radically different histories and contexts go a long way in explaining distinctions between Monet and Picasso, for example. But how are teachers to respond to this explanation? As all teachers know, we must ultimately consider differences at the individual level. Learning styles, with their emphasis on differences in individual thought and feeling, are the tools we need to describe and teach to these differences. Without multiple intelligence theory, style is rather abstract, and it generally undervalues context. Without learning styles, multiple intelligence theory proves unable to describe different processes of thought and feeling. Each theory responds to the weaknesses of the other; together, they form an integrated picture of intelligence and difference. Integrating Learning Styles and Multiple Intelligences In integrating these major theories of knowledge, we moved through three steps. For linguistic intelligence, for example, the Mastery style represents the ability to use language to describe events and sequence activities; the Interpersonal style, the ability to use language to build trust and rapport; the Understanding style, the ability to develop logical arguments and use rhetoric; and the Self-expressive style, the ability to use metaphoric and expressive language. Sample "Kinesthetic" Vocations by Style Mastery The ability to use the body and tools to take effective action or to construct or repair. Mechanic, Trainer, Contractor, Craftsperson, Tool and Dye Maker Interpersonal The ability to use the body to build rapport, to console or persuade, and to support others. Coach, Counselor, Salesperson, Trainer.

6: Multiple Intelligences | Project Zero

The Adult Multiple Intelligences (AMI) Study investigated how multiple intelligences (MI) theory can support instruction and assessment in adult literacy education across different adult learning contexts.

7: Projects â€" Literacyworks

This Study Circle guide was created by the National Center for the Study of Adult Learning and Literacy (NCSALL) as part of the Practitioner Dissemination and Research Network (PDRN). The guide is part of NCSALL's effort to help connect research and practice in the field of adult basic education and.

MULTIPLE INTELLIGENCES AND ADULT LITERACY pdf

8: Multiple Intelligences -- Assessment

Adult Multiple Intelligences. On the right menu is the table of contents of the web version of Volume 3, Issue A of Focus on www.enganchecubano.com, we have tried to replicate the original newsletter content as closely as possible.

9: Download [PDF] Multiple Intelligences And Adult Literacy Free Online | New Books in Politics

Multiple Intelligences for Adult Literacy and Education Although this page specifically addresses adult education, there is still a wealth of useful information for K teachers, including an overview of MI theory and its educational applications, ways to assess learners' intelligences and skills, and subject-specific ways to leverage the.

The Cultural crisis of modern medicine Daughter of Regals, and other tales Minnesota open meeting law How shall we collect the garbage? Strategies that influence cost containment in animal research facilities 3. Embracing the arts and crafts movement The effects of stress and depression on womens hearts Kawsaki f7 service manual Workshop receipts. V. THE DEPARTURE FROM THE DEAD SEA, 68 A sketch of old Utica Gospel of gentility The Lady of Lyon House British military longarms, 1715-1815 Module 2. Industrialization Allintitle field asset management filetype Poetical works of Robert Browning (vol. xvii. . Military creativity Part VI The Ship Goes Theoretical issues in psychology an introduction Permutations of a twelve-tone row, by G. Lefkoff. The Countryman bird book Moto e4 user guide Poverty inequality and development chapter 5 Sql server 2008 internals Alabama in Perspective 2002 (Alabama in Perspective) The way of simplicity Software Configuration Management Patterns The making of the dalit public in North India VII. Hints for forming the character of a princess. Spirit of prayer. Bible rhymes. Cats: Their Health and Care Co-Operative Credit Unions as Instruments of Regional Development Winston Churchill at the admiralty, 1911-1915 Extreme entrepreneurship Hydromatic quick-feathering propeller 65 To protect and preserve: resisting the / Francis Scott Key and / France and her new allies Nomination of Daniel R. Levinson Tutorial guide to AutoCAD release 13 for Windows