

1: Multiple Intelligences | Thomas Armstrong, Ph.D.

"Multiple Intelligences: The Theory in Practice" is a book that I bought in, about or I admit the book is somewhat dry. However, I am not a teacher and had realized in the 's that the time had come for a reassessment of what we mean when we say 'human intelligence'.

Introspection This area has to do with introspective and self-reflective capacities. It seems to me that the individual who is readily able to recognize flora and fauna, to make other consequential distinctions in the natural world, and to use this ability productively in hunting, in farming, in biological science is exercising an important intelligence and one that is not adequately encompassed in the current list. This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. Spiritual intelligence Gardner did not want to commit to a spiritual intelligence, but suggested that an "existential" intelligence may be a useful construct, also proposed after the original 7 in his book. For example, the theory postulates that a child who learns to multiply easily is not necessarily more intelligent than a child who has more difficulty on this task. The child who takes more time to master multiplication may best learn to multiply through a different approach, may excel in a field outside mathematics, or may be looking at and understanding the multiplication process at a fundamentally deeper level. This challenges the notion of fixed or static intelligence levels that general intelligence tests measure. More importantly, it challenges the notion that intelligence test scores are an accurate predictor for future ability. Definition of intelligence[edit] One major criticism of the theory is that it is ad hoc: This practice has been criticized by Robert J. Sternberg, [23] [24] Eysenck, [25] and Scarr. He originally defined it as the ability to solve problems that have value in at least one culture, or as something that a student is interested in. He then added a disclaimer that he has no fixed definition, and his classification is more of an artistic judgment than fact: Gardner argues this causes the former to be needlessly aggrandized. Certain critics are wary of this widening of the definition, saying that it ignores "the connotation of intelligence Thus, studying intelligence becomes difficult, because it diffuses into the broader concept of ability or talent. Defenders of the MI theory would argue that this is simply a recognition of the broad scope of inherent mental abilities, and that such an exhaustive scope by nature defies a one-dimensional classification such as an IQ value. The theory and definitions have been critiqued by Perry D. Klein as being so unclear as to be tautologous and thus unfalsifiable. Having a high musical ability means being good at music while at the same time being good at music is explained by having a high musical ability. Those are greek-Latin inventions Platon. Neo-Piagetian criticism[edit] Andreas Demetriou suggests that theories which overemphasize the autonomy of the domains are as simplistic as the theories that overemphasize the role of general intelligence and ignore the domains. He agrees with Gardner that there are indeed domains of intelligence that are relevantly autonomous of each other. All of these processes are integral components of general intelligence that regulate the functioning and development of different domains of intelligence. Their functioning both channels and influences the operation of the general processes. In this context, humans are contrasted to social insects that indeed have a distributed "intelligence" of specialists, and such insects may spread to climates resembling that of their origin but the same species never adapt to a wide range of climates from tropical to temperate by building different types of nests and learning what is edible and what is poisonous. While some such as the leafcutter ant grow fungi on leaves, they do not cultivate different species in different environments with different farming techniques as human agriculture does. It is therefore argued that human adaptability stems from a general ability to falsify hypotheses and make more generally accurate predictions and adapt behavior thereafter, and not a set of specialized abilities which would only work under specific environmental conditions. He argues the importance of assessing in an "intelligence-fair" manner. While traditional paper-and-pen examinations favor linguistic and logical skills, there is a need for intelligence-fair measures that value the distinct modalities of thinking and learning that uniquely define each intelligence. Kaufman points out that IQ tests have measured spatial abilities for 70 years. While IQ tests do give an overall IQ score, they now also give scores for many more narrow abilities. According to the study, each of the domains proposed by Gardner

involved a blend of *g*, of cognitive abilities other than *g*, and, in some cases, of non-cognitive abilities or of personality characteristics. In contrast, empirical support for non-*g* intelligences is either lacking or very poor. She argued that despite this the ideas of multiple non-*g* intelligences are very attractive to many due to the suggestion that everyone can be smart in some way. To date, there have been no published studies that offer evidence of the validity of the multiple intelligences. In Sternberg reported finding no empirical studies. In Allix reported finding no empirical validating studies, and at that time Gardner and Connell conceded that there was "little hard evidence for MI theory" , p. In Sternberg and Grigerenko stated that there were no validating studies for multiple intelligences, and in Gardner asserted that he would be "delighted were such evidence to accrue", [45] and admitted that "MI theory has few enthusiasts among psychometricians or others of a traditional psychological background" because they require "psychometric or experimental evidence that allows one to prove the existence of the several intelligences. Taken together the evidence for the intercorrelations of subskills of IQ measures, the evidence for a shared set of genes associated with mathematics, reading, and *g*, and the evidence for shared and overlapping "what is it? Equally important, the evidence for the "what is it? Because Gardner claimed that the intelligences are innate potentialities related to a general content area, MI theory lacks a rationale for the phylogenetic emergence of the intelligences. Gardner believes that the purpose of schooling "should be to develop intelligences and to help people reach vocational and avocational goals that are appropriate to their particular spectrum of intelligences. People who are helped to do so, [he] believe[s], feel more engaged and competent and therefore more inclined to serve society in a constructive way. Upon doing well on these tests, the chances of attending a prestigious college or university increase, which in turn creates contributing members of society. It challenges educators to find "ways that will work for this student learning this topic". Within the area of education, the applications of the theory are currently being examined in many projects. Our hunches will have to be revised many times in light of actual classroom experience.

2: Multiple Intelligences Theory (Gardner) - Learning Theories

Multiple-intelligences theory can provide a flexible approach to good teaching, say teachers and administrators at the Enota Multiple Intelligences Academy in Gainesville, Georgia. Tailoring classroom activities to individual students' needs, interests, and strengths makes sense -- and, at this school, it has proved extremely effective.

Here we explore the theory of multiple intelligences; why it has found a ready audience amongst educationalists; and some of the issues around its conceptualization and realization. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do. Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill. The theory of multiple intelligences: In the heyday of the psychometric and behaviorist eras, it was generally believed that intelligence was a single entity that was inherited; and that human beings "initially a blank slate" could be trained to learn anything, provided that it was presented in an appropriate way. Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. He has also challenged the cognitive development work of Piaget. The opportunities for risky physical activity were limited, and creative and intellectual pursuits encouraged. Instead he went to a nearby preparatory school in Kingston, Pennsylvania Wyoming Seminary. Howard Gardner appears to have embraced the opportunities there "and to have elicited the support and interest of some very able teachers. From there he went to Harvard University to study history in readiness for a career in the law. However, he was lucky enough to have Eric Erikson as a tutor. But there were others: My mind was really opened when I went to Harvard College and had the opportunity to study under individuals" such as psychoanalyst Erik Erikson, sociologist David Riesman, and cognitive psychologist Jerome Bruner" who were creating knowledge about human beings. That helped set me on the course of investigating human nature, particularly how human beings think. Howard Gardner completed his PhD in his dissertation was on style sensitivity in children. He remained at Harvard. Alongside his work with Project Zero he now co-directs it with David Perkins he was a lecturer and then professor in education His first major book, *The Shattered Mind* appeared in and some fifteen have followed. Project Zero provided an environment in which Howard Gardner could begin to explore his interest in human cognition. He proceeded in a very different direction to the dominant discourses associated with Piaget and with psychometric testing. Project Zero developed as a major research centre for education "and provided an intellectual home for a significant grouping of researchers. Potential isolation by brain damage. The existence of idiots savants, prodigies and other exceptional individuals. An identifiable core operation or set of operations. An evolutionary history and evolutionary plausibility. Support from experimental psychological tasks. Support from psychometric findings. Susceptibility to encoding in a symbol system. Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence. Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. This intelligence is most often associated with scientific and mathematical thinking. Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related. Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence. Because of their close association in most cultures, they are often linked together. However, he still argues that it makes sense to think of two forms of personal intelligence. Gardner claimed that the seven intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems. In essence Howard Gardner argued that he was making two essential claims about multiple intelligences. The theory is an account of human cognition in its fullness. Human beings are organisms who possess a basic set of intelligences. People have a unique blend of intelligences. These intelligences, according to Howard Gardner, are amoral – they can be put to constructive or destructive use. However, it has met with a strongly positive response from many educators. It has been embraced by a range of educational theorists and, significantly, applied by teachers and policymakers to the problems of schooling. A number of schools in North America have looked to structure curricula according to the intelligences, and to design classrooms and even whole schools to reflect the understandings that Howard Gardner develops. The theory can also be found in use within pre-school, higher, vocational and adult education initiatives. This appeal was not, at first, obvious. At first blush, this diagnosis would appear to sound a death knell for formal education. It is hard to teach one intelligence; what if there are seven? It is hard to teach even when anything can be taught; what to do if there are distinct limits and strong constraints on human cognition and learning? Seven kinds of intelligence would allow seven ways to teach, rather than one. And powerful constraints that exist in the mind can be mobilized to introduce a particular concept or whole system of thinking in a way that children are most likely to learn it and least likely to distort it. Paradoxically, constraints can be suggestive and ultimately freeing. Among these are that: It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms. Howard Gardner did not, initially, spell out the implications of his theory for educators in any detail. Subsequently, he has looked more closely at what the theory might mean for schooling practice e. A broad vision of education. All seven intelligences are needed to live life well. Teachers, therefore, need to attend to all intelligences, not just the first two that have been their tradition concern. Understanding entails taking knowledge gained in one setting and using it in another. Developing local and flexible programmes. While there are considerable benefits to developing understanding in relation to the disciplines, something more is needed. Are there additional intelligences? Subsequent research and reflection by Howard Gardner and his colleagues has looked to three particular possibilities: Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment. The case for inclusion of naturalist intelligence appears pretty straightforward, the position with regard to spiritual intelligence is far more complex. According to Howard Gardner In doing so, I think it best to put aside the term spiritual, with its manifest and problematic connotations, and to speak instead of an intelligence that explores the nature of existence in its multifarious guises. Thus, an explicit concern with spiritual or religious matters would be one variety – often the most important variety – of an existential intelligence. However, empirical evidence is sparse – and although a ninth intelligence might be attractive, Howard Gardner is not disposed to add it to the list. He suggests that it is difficult to come to any consensual definition, but argues that it is possible to come to an understanding that takes exploration forward. If we accept the existence of a moral realm is it then possible to speak of moral intelligence? The fulfilment of key roles certainly requires a range of human intelligences – including personal, linguistic, logical and perhaps existential – but it is fundamentally a statement about the kind of person that has developed to be. It is not, in itself, an intelligence. He has also opened the door to another possibility – especially that of existential intelligence – but the court is out on that one. Indeed, Gardner himself has listed some of the main issues and his responses Here, I want to focus on three key questions that have been raised in debates. There are plenty of other questions around – but these would seem to be the most persistent: Are the criteria Howard Gardner employs adequate? John White has argued that there are significant issues around the criteria that Howard Gardner employs. There are

questions around the individual criteria, for example, do all intelligences involve symbol systems; how the criteria to be applied; and why these particular criteria are relevant. Indeed, Howard Gardner himself has admitted that there is an element of subjective judgement involved. They can still point to a substantial tradition of research that demonstrates correlation between different abilities and argue for the existence of a general intelligence factor.

3: www.enganchecubano.com | Howard Gardner, multiple intelligences and education

The most complete account of the theory and application of Multiple Intelligences available anywhere Howard Gardner's brilliant conception of individual competence, known as Multiple Intelligences theory, has changed the face of education.

Gardner proposes seven primary forms: For example, if an individual has strong spatial or musical intelligences, they should be encouraged to develop these abilities. Gardner points out that the different intelligences represent not only different content domains but also learning modalities. A further implication of the theory is that assessment of abilities should measure all forms of intelligence, not just linguistic and logical-mathematical. Gardner also emphasizes the cultural context of multiple intelligences. Each culture tends to emphasize particular intelligences. For example, Gardner discusses the high spatial abilities of the Puluwat people of the Caroline Islands, who use these skills to navigate their canoes in the ocean. Gardner also discusses the balance of personal intelligences required in Japanese society. Application The theory of multiple intelligences has been focused mostly on child development although it applies to all ages. While there is no direct empirical support for the theory, Gardner presents evidence from many domains including biology, anthropology, and the creative arts and Gardner a discusses application of the theory to school programs. Example Gardner , p describes how learning to program a computer might involve multiple intelligences: Linguistic intelligence is also relevant, at least as long as manual and computer languages make use of ordinary language—“an individual with a strong musical bent might best be introduced to programming by attempting to program a simple musical piece or to master a program that composes. An individual with strong spatial abilities might be initiated through some form of computer graphics” and might be aided in the task of programming through the use of a flowchart or some other spatial diagram. Personal intelligences can play important roles. Instructional activities should appeal to different forms of intelligence. Assessment of learning should measure multiple forms of intelligence. Art, Mind and Brain. The Theory in Practice. Learning through multiple intelligences. A New York Times opinion piece from Oct 4, addressed components of multiple intelligences. Are You a Visual or an Auditory Learning?

4: Howard Gardner | Multiple Intelligences

Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy and positive behavior supports. The Office of Special Education Programs (OSEP), of the U.S. Department of.

MI theory maintains that all humans possess at least eight different intelligences that represent a variety of ways to learn and demonstrate understanding. This digest outlines the basic tenets of MI theory and describes how it has been applied in teaching English as a second language ESL to adults. Howard Gardner argues that humans possess a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and create things. Intelligence, according to MI theory, is being able to apply one or more of the intelligences in ways that are valued by a community or culture. The current MI model outlines eight intelligences, although Gardner continues to explore additional possibilities. The ability to use language effectively both orally and in writing. The ability to use numbers effectively and reason well. The ability to recognize form, space, color, line, and shape and to graphically represent visual and spatial ideas. The ability to use the body to express ideas and feelings and to solve problems. The ability to recognize rhythm, pitch, and melody. The ability to recognize and classify plants, minerals, and animals. Teaching strategies informed by MI theory can transfer some control from teacher to learners by giving students choices in the ways they will learn and demonstrate their learning. By focusing on problem-solving activities that draw on multiple intelligences, these teaching strategies encourage learners to build on existing strengths and knowledge to learn new content and skills Kallenbach, It may also mean the adult learners who have had little success in traditional classrooms where only linguistic and mathematics skills are valued may experience more success when other intelligences are tapped. Likewise, adult ESL learners from cultures where other intelligences-such as interpersonal or musical-are highly valued may find the MI classroom a productive learning environment. Broadly speaking, teachers have developed four ways of using MI theory in the classroom. As a tool to help students develop a better understanding and appreciation of their own strengths and learning preferences. Christison a has developed an inventory to identify the preferred intelligences of adult English language learners. Learners are asked to respond to six statements about each of eight intelligences. Rate each statement 2, 1, or 0. Total the points for each intelligence. Compare your scores on the different intelligences. I like to read books, magazines, or newspapers. I often write notes and letters to my friends and family. I like to talk to people at parties. I like to tell jokes. I like to talk to my friends on the phone. I like to talk about things I read. I can do arithmetic easily in my head. I am good at doing a budget. I am good at chess, checkers, or number games. I am good at solving problems. I like to analyze things. I like to organize things. I like crossword puzzles. Naturalist Intelligence 2. I have or would like to have a pet. I know the names of many different flowers. I know the names of many different wild animals. I like to hike and to be outdoors. I notice the trees and plants in my neighborhood. 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. As learners and teachers work together, intelligences can emerge naturally through partner interviews, preference grids I can 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. Multiple assessments for multiple intelligences. 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.

5: Theory of multiple intelligences - Wikipedia

How can the Multiple Intelligences be implemented in the classroom? To implement Gardner's theory in an educational setting, I organized my third grade classroom in Marysville, Washington, into seven learning centers, each dedicated to one of the seven intelligences.

From my teaching experience, I found that many parents or students do not have correct concepts about learning English, and have negative experiences related to English learning, which cause frustration in learning English. This hands-on experience deepened my interest in language acquisition, learning modes and teaching methods. My purpose in this paper is to discuss the MI theory and its applications in the classroom as well as to help students build effective learning strategies for achieving lifelong learning. As for the goals in this paper, first, this paper will make teachers gain a better understanding of how MI theory applies to teaching. Second, it will make learners and parents realize that there are many different ways that students can learn. Also, this chapter will help students make good use of different strategies in learning. Third, teachers will realize that there are various ways to assess teaching activities. The scope of this paper will start from my teaching experience, and then I will introduce the MI theory, learning styles, and the application of MI theory to teaching. In addition, I will provide a lesson plan, and methods of assessment. Multiple Intelligences Theory and Implementation in the Classroom[edit] With the birth of some innovative language teaching methods and strategies, the mode within language education has turned to the learner-centered mode. However, the mode of evaluation of learning in my country--i. As an English teacher, I taught at a senior vocational industrial high school in Taiwan, where I experienced tremendous challenges and, at times, some frustrations. Vocational students are often less confident in or less motivated for learning English. Consequently, they are less prepared and competent in language learning. In addition, it helped my students to establish their confidence and self-esteem as well as their interest in language learning. Thus, many learned their English skills and gained competencies much better. That change or shift from a demotivating learning environment to one rich with student interest, ownership, and learning is the reason I choose the topic to discuss. Introduction[edit] Dr. His theory is an important contribution to educational practices and reform movements around the world. And recently, in , Gardner added the eighth intelligence--naturalist intelligence to his theory. Although each person possesses all intelligences to some degree, some intelligences are more strongly exhibited than others. By various stimuli and education, MI can be nurtured and strengthened or ignored and weakened. Multiple Intelligences Theory[edit] a. Description of the Eight Intelligences: Linguistic people like to use language to express their ideas, convey information, and understand other people. They are good at memorizing names, places, or other detailed information. Logical-mathematical intelligence is the ability to use numbers effectively and engage in higher order thinking. People with this intelligence like to reason and analyze problems, work with numbers, and explore patterns and relationships. They are able to control visuals and mental pictures from various perspectives. Spatial intelligence is the ability to manipulate and perceive objects or forms mentally and then to transfer those perceptions either mentally or concretely. They like to learn and think by visual stimuli and tend to organize things spatially. So, they learn best through graphic images. Bodily-Kinesthetic learners like to touch, talk, create things, and move around. They are good at physical activities such as dance, hands-on tasks, constructing models, and any kind of movement. Musical intelligence is the capacity to think and express in musical forms. People with this intelligence own the sensitivity to the melody, sound, pitch or tone. They learn best through activities wherein they discriminate, transform, and express sounds. Interpersonal intelligence involves the capacity to perceive the feelings, intentions, and motivations. Interpersonal learners can discriminate the cues from facial expressions, gestures, or intonation and response effectively to those cues. They like to join groups, communicate with others, and make a lot of friends. Such interpersonal learners learn best by interacting with people, cooperating, and leading others. Intrapersonal intelligence means learners have the ability to understand themselves. They have a clear picture in who they are, what they can do, and what they want to do. They like to work alone and achieve their goals. They learn best through getting in touch with their inner moods, intentions, and self motivations. Naturalist

intelligence enables the learners to better relate themselves to the surroundings. They show strong interests in animals or natural phenomena. Being outside, making observation about the subtle changes in the environment, interacting with plants and animals allow such learners to perform with more confidence and ease. First, each person possesses capacities in all intelligences. Some people perform extremely high levels of functioning in all intelligences while others tend not to display many, if any. Most of us, however, appear to possess some highly developed intelligence as well as some weak ones. Second, most people have the capacity to develop each intelligence to an adequate level of competency. The combination of the environmental influences such as school instruction, parents, and exposure to cultural activities can strengthen or weaken certain intelligence. If given appropriate instruction and encouragement, all intelligences can develop and reach to a higher level. Third, intelligences usually work together in complex ways. No intelligence works alone because intelligences always interact with each other. The process of making a cake needs the intelligences such as linguistic, logical-mathematical, interpersonal, and intrapersonal intelligences. Fourth, there are many ways to be intelligent within each category. In other words, one can perform each intelligence in different ways. For example, a bodily-kinesthetic person cannot dance well, but is highly bodily-kinesthetic because he can make manual products well. Some people may find that they have a preferred style of learning or way of encountering the world and less use or experience with other styles. Others may find that they use different styles in different situations. Thus, teachers need to present information using different styles. This variety in presentation of content and overall instructional approach allows students to learn better and more quickly; especially if the chosen teaching methods used better match their preferred learning styles. Also, students can learn in other ways, not just in their preferred style. Kanar describes the three most common styles 1 visual, 2 auditory, and 3 kinesthetic in her book, *The Confident Student*. Visual learning style involves learning through seeing images such as reading or writing tasks. Such students learn better by writing the information down, reading, and watching. They seem to have a vivid image in their mind, so visual learners can recall what they learn easily by a glance at the context. Strategies for teaching Visual students 1. Various visual materials can be present in the class. For example, pictures, charts, flash cards, videos, and maps are good resources for visual learners. Use bright colors to draw or write some key points or concepts on the board. Write the information in detail in handouts for students to reread. Draw the picture on the board when it is necessary or have students draw pictures on the board or margin to connect the concepts. Provide the assignment in writing and reading. Auditory learning style involves filtering and transferring information through listening. They learn better by talking to people and hearing what was said. In addition, they may have some problem in reading and writing. Strategies for teaching Auditory students 1. Give a brief explanation about the content of the lesson in the beginning and summarize the new material at the end of the class. Have students read out loud the questions or whisper new information to themselves. Auditory activities such as group discussion, brainstorming, and presentation all allow students to acquire auditory stimuli. Advise the students to take notes by using tape recorders so that they can review what they learn or discuss in the class. Ask questions and encourage students to share their ideas. Kinesthetic learning styles involves learning through moving or touching. These learners seem to have more difficulty paying attention in the traditional classroom. They like to speak out what they learn and express emotion physically. They learn best by physical experience such as touching, holding, or doing hands-on activities. Strategies for teaching Kinesthetic students 1. Advise students to take notes during lectures and underline the key points in the text. Provide activities such as role-plays, project work, and games to help students to join learning. Take frequent stand up and stretch breaks. Have students transfer new information from the text books to another medium such as computers or posters. Provide objects that are related to the subjects of the lesson so that students can learn things by touching, feeling, or operating the objects. Lesson Plan[edit] In order to help teachers to gain a better understanding about how MI theory applies to classroom teaching, I sketched two lesson plans which were used in my English class. The reading material in the first lesson plan is a novel "The Chocolate War" written by Robert Cormier. The second lesson plan is for teaching cultural knowledge. The activities in these lessons will address all of the intelligences:

6: Multiple Intelligences: Best Ideas from Research and Practice | Project Zero

MULTIPLE INTELLIGENCES 6 of including a ninth intelligence, or existential intelligence, which describes one's ability to conceptualize or take on the.

Gardner defines an intelligence as "an information-processing potential to solve problems or create products that are valued in at least one culture. Gardner proposes that at least eight candidates for intelligence meet his criteria. They are the following: Gardner discusses ways in which these eight intelligences could be developed in the schools and the workplace. First, he states that education must be clear about its overall goal. He believes this goal should be "the ability of students to exhibit genuine understanding in a number of key disciplines. Far more important than the attainment of cultural literacy or factual mastery, I crave evidence that the student can think of and critique a scientific experiment; that the student is able to analyze a current event in terms of historical precedents and non- or pseudo-precedents; that the student can confront a work of art and illuminate its power and its mode of operation. And here is where multiple intelligences come in. Mastery of a concept or theory requires repeated exposure to that material: But it is a mistake to present the same content in the same way. Understanding is far more likely to be achieved if the student encounters the material in a variety of guises and contents. And the best way to bring this about is to draw on all of the intelligences that are relevant to that topic in as many legitimate ways as possible. Gardner has some novel ideas about the way in which the school system could be restructured to accommodate this educational goal, which you can read about in the book. That chapter left something to be desired in the book, I must admit but I think Gardner has given folks plenty of food for thought and perhaps other people could come up with something better. To view it, [click here](#). In his book *Multiple Intelligences*, Howard Gardner refutes the claim that intelligence is a singular, one-dimensional quality that can be measured by a simple IQ test. The several intelligences that Gardner claims to have discovered In his book *Multiple Intelligences*, Howard Gardner refutes the claim that intelligence is a singular, one-dimensional quality that can be measured by a simple IQ test. The several intelligences that Gardner claims to have discovered are these: In his book, Gardner describes each of the intelligences and his criteria for identifying and solidifying them. Gardner contends that instead of using tests to rank and class intelligence, assessment should be used to identify relative strengths and weaknesses, determine what measures could be taken to improve education and performance, and assess what things are working and which are not. Intelligence assessment should be used with a view to help and aid progression, not to categorize and rank. Instead of using physical object lessons to teach physics, we memorize laws. Instead of using history lessons to analyze current events, we memorize names and dates. We should teach knowledge, skills and cultural literacy in context, through many different available means. He calls for a partial return of the apprenticeship model, which integrates context, application, and expert adult coaching and inspiration. He also says that we must give up some of our attempted quantity of educational material for better quality, since it has been shown that students are currently learning very little of the very much that they are taught. Gardner finishes by saying that we should not just try to be intelligent, or more intelligent than someone else. He suggests that we should each be the best that we can be, and use that intelligence to make individual contributions for the benefit of society. Very good read, highly recommended.

7: Multiple intelligences: the theory in practice - Howard Gardner - Google Books

Howard Gardner, multiple intelligences and education. Howard Gardner's work around multiple intelligences has had a profound impact on thinking and practice in education - especially in the United States.

8: Multiple Intelligences (Howard Gardner) - www.enganchecubano.com

Once you've discovered your learner's individual mix of strengths, you can begin tailoring your teaching methods. There are a number of ways to accomplish this, but it helps to begin with an overview of general strategies for engaging each

intelligence.

9: Multiple Intelligences: New Horizons in Theory and Practice by Howard Gardner

The theory of multiple intelligences, developed by psychologist Howard Gardner in the late 's and early 's, posits that individuals possess eight or more relatively autonomous intelligences.

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