

Adress Gardner Multiple intelligences <https://slideplayer.com/slide/2479532/>

Test: <https://www.literacynet.org/mi/assessment/findyourstrengths.html>

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Multiple intelligences

The Theory of Multiple Intelligences was created by Dr. Howard Gardner in 1983. Gardner's theory places an emphasis on the idea that the traditional understanding of intelligence by means of IQ testing is far too limited. To broaden this notion of intelligence, Gardner introduced eight different types of intelligences consisting of : **Logical/Mathematical, Linguistic, Musical, Spatial, Bodily-Kinesthetic, Naturalist, Interpersonal, Intrapersonal.**

What is intelligence? As defined by Gardner, it is **the ability to solve problems or fashion products that are valuable in one or more cultural settings.**

Each person may have different multiple intelligence. Even everyone can possess more than one of it as Gardner divided the multiple intelligences into eight kinds

What are the types of Multiple Intelligence?

1. Verbal/Linguistic Intelligence - ability to use words and language.

These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures. If you have strong linguistic intelligence you might learn better by Reading Memorizing Playing word games (Scrabble, Anagrams, Password) Using the internet

2. Logical/Mathematical Intelligence - ability to use reason, logic and numbers.

These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learner ask lots of questions and like to do experiments.

If you have strong logical-mathematical intelligence you might learn better by:

- recording information systematicall;
- playing strategy games (Chess, Checkers);
- analyzing data;
- asking logical questions;

- using the internet.

3. Bodily/Kinesthetic Intelligence - ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information. If you have strong bodily-kinesthetic intelligence you might learn better by doing role plays; exercising while reviewing; visiting museums, institutions, parks; asking logical questions;uUsing the internet

12. Visual/Spatial Intelligence □ability to perceive the visual. □These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies. If you have strong visual intelligence you might learn better by □Studying pictures □Watching videos □Using visual, tangible aids □Doing mazes, puzzles □Making predictions □Using the internet.

13. Musical Intelligence □ability to produce and appreciate music. □These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps). If you have strong musical intelligence you might learn better by □Listening to recordings □Talking to yourself □Making up songs □Mentally repeating information □Reading aloud □Changing tempo

14. Interpersonal Intelligence □ability to relate and understand others. □These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers. Generally they try to maintain peace in group settings and encourage co-operation.They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others. If you have strong interpersonal intelligence you might learn better by Studying in groups Comparing information with others Interviewing experts Relating personal experiences Doing cooperative projects

15. IntelligenceIntrapersonal □ability to self-reflect and be aware of one's inner state of being. □These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses. If you have strong intrapersonal intelligence you might learn better

by Avoiding distractions Establishing personal goals Working alone Relating personal experiences.

16. Naturalist Intelligence Abilities to recognize plants and animals, to make distinctions in the natural world, to understand systems and define categories If you have strong naturalistic intelligence you might learn better by Studying outside Learning in the presence of plants & pets Relating environmental issues to topics Smelling, seeing touching, tasting, Observing natural phenomenon

17. Traditional View of Intelligence vs MI Theory

18. "Multiple Intelligences" Theory-Traditional View of "Intelligence" - Short answer tests are not used because they do not measure disciplinary mastery or deep understanding. They only measure rote memorization skills and one's ability to do well on short answer tests. - Intelligence can be measured by short-answer tests - Human beings have all of the intelligences, but each person has a unique combination, or profile - People are born with a fixed amount of intelligence. - We can all improve each of the intelligences, though some people will improve more readily in one intelligence area than in others - Intelligence level does not change over a lifetime.

19. - There are many more types of intelligence which reflect different ways of interacting with the world - Intelligence consists of ability in logic and language. - M.I. pedagogy implies that teachers teach and assess differently based on individual intellectual strengths and weaknesses. - In traditional practice, teachers teach the same material to everyone. - Teachers structure learning activities around an issue or question and connect subjects. Teachers develop strategies that allow for students to demonstrate multiple ways of understanding and value their uniqueness. - Teachers teach a topic or "subject."

20. Multiple Intelligences Eight Ways of Teaching Intelligence Teaching Activities Teaching Materials Instructional Strategies Sample Teacher Presentation Skill Linguistic Lectures, discussions, word games, storytelling, journal writing Books, tape recorders, stamps sets, books on tape Read about it, write about it, listen to it Teaching through story telling Logical-Mathematical Brain teasers, problem solving, science experiments, mental calculations, number games, critical thinking Calculators, math manipulatives, science equipment, math games Quantify it, think critically about it, put it in a logical framework, experiment with it Socratic questioning Multiple Intelligences in the Classroom, pg 41-42

[21.](#) Multiple Intelligences Eight Ways of Teaching Intelligence Teaching Activities Teaching Materials Instructional Strategies Sample Teacher Presentation Skill Spatial Visual presentations, art activities, Imagination games, visualization, metaphor Graphs, maps, videos, art materials, cameras, pictures, library See it, draw it, visualize it, color it, mind- map it Drawing, Mind-mapping concepts Bodily- kinesthetic Hands on learning, drama, dance, sports that teach, tactile activities, relaxation exercises Building tools, clay , sports equipment, manipulatives, tactile learning resources Build it, act it out, touch it, get a “gut feeling” of it, dance it Using gestures, dramatic expressions Multiple Intelligences in the Classroom, pg 41-42

[22.](#) Multiple Intelligences Eight Ways of Teaching Intelligence Teaching Activities Teaching Materials Instructional Strategies Sample Teacher Presentation Skill Musical Rhythmic learning, rapping, using songs that teach Tape recorder, tape collection, musical instruments Sing it, rap it, listen to it Using voice rhythmically Interpersonal Cooperative learning, peer tutoring, community involvement, social gatherings, simulation Board games, party supplies, props for role plays Teach it, collaborate on it, interact with respect to it Dynamically interacting with students Multiple Intelligences in the Classroom, pg 41-42

[23.](#) Multiple Intelligences Eight Ways of Teaching Intelligence Teaching Activities Teaching Materials Instructional Strategies Sample Teacher Pres Intrapersonal Individualized instruction, independent study, options in course of study, self esteem building Self checking materials, journals, materials for projects Connect it to your personal life, make choices with regard to it, reflect on it Bringing feeling into presentation Naturalist Nature study, ecological awareness, care of animals Plant, animals, naturalists’ tools, gardening tools Connect to living things and natural phenomena Linking subject matter to natural phenomena Multiple Intelligences in the Classroom, pg 41-42

[24.](#) multiple intelligence test What are my Learning Strengths? .