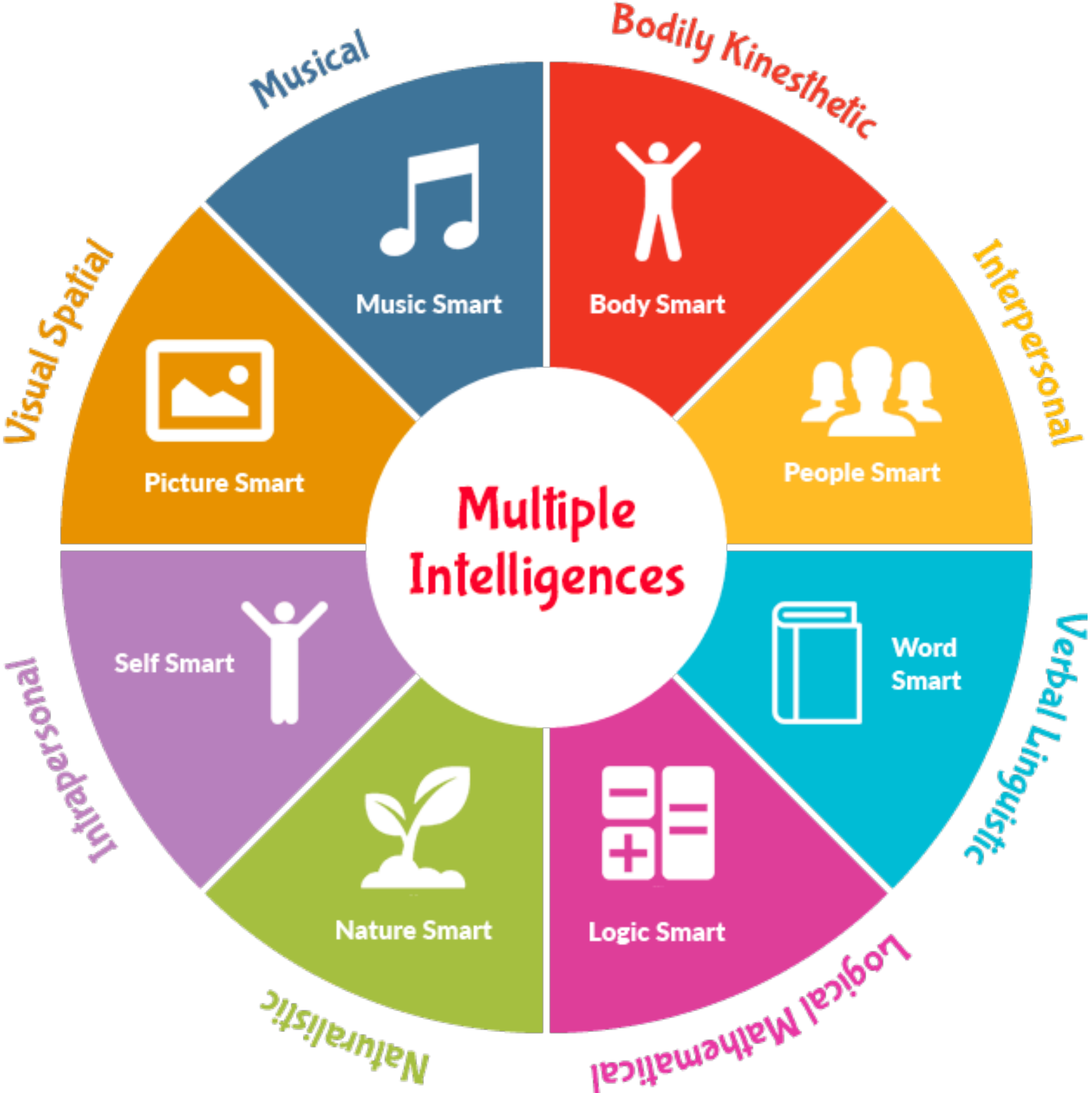


# Multiple Intelligences



# MI Theory



Howard Gardner first came up with the theory of multiple intelligences in 1983.

# MI Theory

Multiple intelligences “**challenge** an educational system that assumes that everyone can learn the **same materials in the same way** and that a **uniform, universal measure** suffices to test student learning.”



# MI Theory

Gardner argues that schools and teachers should teach in a way that supports **all types** of intelligence, not just the traditional ones such as linguistic and logical intelligence.



Important note:

There has been some criticism about MI theory, because of the lack of evidence.

However, I believe as a reference and as a tool for teachers in lesson planning and materials development, it is a useful theory.

# Multiple Intelligences



All learners have a variety of strengths.

Linguistic intelligence is about knowledge of language use, production, and possibilities.

Use the following activities:

- Use creative writing activities such as poetry or scriptwriting
- Set up class debates
- Allow for formal speaking opportunities
- Use humor, such as joke writing or telling
- Make sure there are plenty of reading opportunities

Logical-mathematical intelligence (“scientific thinking”) is the ability to reason, work with abstract symbols, recognize patterns, and see connections between separate pieces of information.

Use the following activities:

- Opportunities for problem-solving
- Create activities that involve deciphering a code
- Use pattern or logic games
- Organize new information in an outline format



Visual-spatial intelligence is all about the visual arts, graphics, and architecture. This type of intelligence allows people to visualize objects from different perspectives and in different ways, use objects within space, form mental images, and think in three-dimensions.

Use the following activities:

- Use mind mapping techniques
- Provide opportunities for artistic expression using a variety of mediums (paint, clay, etc.)
- Allow for make-believe or fantasy
- Create collages for visual representations

Bodily-kinesthetic intelligence is the ability to use the body to express emotion, play games, or create new products. It is commonly referred to as “learning by doing.” This type of intelligence enables people to manipulate objects and the body.

Use the following activities:

- Use of role-playing, miming, or charade games
- Allow for physical exercise, dance, or martial arts
- Create opportunities for dramatic arts such as role plays

Musical intelligence is all about music. Individuals with high musical intelligence have a greater knowledge of and sensitivity to tone, rhythm, pitch, and melody, as well as sensitivity to the human voice, audio patterns, and sounds in the environment.

Use the following activities:

- Use instruments and instrument sounds
- Use environmental sounds to illustrate a concept
- Allow for musical composition and performance
- Allow students to create songs about a topic

Interpersonal intelligence is all about working with others and communicating effectively with others both verbally and nonverbally. It involves the ability to notice distinctions in others' moods, temperaments, intentions, and motivations.

Use the following activities:

- Teach collaborative skills
- Provide plenty of group work opportunities
- Use person-person communication
- Use empathy

Intrapersonal intelligence involves knowledge of the self in ways such as feelings, a range of emotional responses, and intuition about the self.

Use the following activities:

- Allow for plenty of self-reflection
- Give time to think
- Journal writing

Naturalist intelligence is about discerning, comprehending, and appreciating plants, animals, the atmosphere, and the earth. It involves knowing how to care for animals, live off the land, classify species, and understand systems in nature.

Use the following activities:

- Practice conservation
- Have a classroom plant or animals
- Observe nature, go on nature walks
- Use species classification
- Provide hands-on with natural materials

# MI Theory in teaching

## 1. Individualize our instruction

Consider the characteristics of the students and include a activities that match their preferences.

# MI Theory in teaching

## 2. Diversify your lessons

Try new things, include new activities and materials, break the usual cycle of teaching.



# MI Theory in teaching

## 3. Maximize our teaching

One subject or objective can be approached in many ways.

The same materials can be used in many different ways.



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## Scholarly articles for **multiple intelligences pdf**

Teaching & Learning through **Multiple Intelligences**. - Campbell - Cited by 1321

A Study of **Multiple Intelligences**, Foreign Language ... - Saricaoglu - Cited by 144

**Multiple intelligences: The theory in practice**. - Gardner - Cited by 13274



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## Howard Gardner's Theory of Multiple Intelligences

by VL Intelligence — Howard Gardner's Theory of **Multiple Intelligences**. “An intelligence is the ability to solve problems, or to create products, that are valued within.

3 pages



Department of Education (.gov) · <https://files.eric.ed.g...> PDF

## HOWARD GARDNER'S MULTIPLE INTELLIGENCES ...

by H Morgan · 2021 — ABSTRACT: This book chapter highlights Howard Gardner's contributions to the areas of education and creativity. It includes an introductory section on his.

18 pages

## ***MULTIPLE INTELLIGENCES CHECKLIST***

### **INSTRUCTIONS:**

It is hoped that this checklist will be fun to do and will help you discover your many gifts. This is not a test – it's just for your own information – but it is based on wonderful studies done by many wise people about how we learn and why it is really great to know our own preferences; each one of us is unique and our preferences help us understand our special ways of learning and knowing.

Check any items that seem to apply to you. You may check as many as you like. Please have a good time and enjoy yourself!

1.    \_\_\_ I enjoy reading books.
2.    \_\_\_ I have always liked math and science classes best and I do well in them.
3.    \_\_\_ I enjoy drawing, painting and doodling.
4.    \_\_\_ I love being outdoors and enjoy spending my free time outside.
5.    \_\_\_ I have a pleasant singing voice and I like to sing.
6.    \_\_\_ I'm the kind of person others come to for advice.
7.    \_\_\_ I have some important goals for my life that I think about often.
8.    \_\_\_ I love animals and I spend a lot of time with them.



## Verbal/Linguistic

We use this intelligence in listening, speaking, reading and writing.

- ◆ Write instructions
- ◆ Keep a personal journal
- ◆ Create a poem, legend, play, story, or news
- ◆ Create TV ads
- ◆ Read stories to others
- ◆ Retell in your own words
- ◆ Teach concept mapping
- ◆ Create crossword puzzle
- ◆ Debate
- ◆ Make a presentation
- ◆ Write a newsletter, booklet, or dictionary
- ◆ Conduct an interview
- ◆ Write a letter to ...



## Visual/Spatial

Picture smart intelligence includes being able to visualize an object and to create mental images.

- ◆ Draw a map
- ◆ Create visual diagrams
- ◆ Draw from different perspectives
- ◆ Create a comic strip
- ◆ Graph results of a survey
- ◆ Create a slide show, videotape, or photo album
- ◆ Design a poster, bulletin board, mural
- ◆ Use a memory system to learn
- ◆ Develop a set of architectural drawings
- ◆ Color-code the process of ...

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Blooms\_and\_MI\_Project\_Ideas.pdf

Final questions:

Which intelligence are you strongest in?

What is your preference for learning?

How do you like to learn new language?