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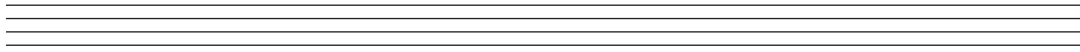
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USING MULTIPLE INTELLIGENCES TO INTEGRATE SCHOOL SUCCESS AND CAREER READINESS



Dr Howard Gardner's Theory of Multiple Intelligences is an interesting way to teach a concept or skill in any subject area. Dr Gardner has identified eight multiple intelligences. He defines these intelligences as eight different types or ways of knowing, perceiving and understanding the world around us. Gardner also makes it clear that one or two intelligences are often stronger and more developed in a person, although everyone has the capacity for nurturing all eight. It is important that teachers design lesson plans with these multiple intelligences in mind and that students practise using all eight of these intelligences in their work.

Howard Gardner's Theory of Multiple Intelligences provides teachers with an excellent model for the design of interdisciplinary units, student worksheets, learning stations and group projects. Gardner is quick to point out that (1) every student has at least one dominant intelligence (although he or she may have more than one); (2) these intelligences can all be nurtured, strengthened and taught over time; (3) the intelligences do not exist in isolation but interface and interact with one another when completing a task; and (4) the intelligences provide teachers with seven different ways to approach the curriculum. Gardner has identified and described the following major intelligences:

Verbal / Linguistic Dominance

Students strong in this type of intelligence have highly developed verbal skills, and often think in words. They do well on written assignments, enjoy reading, and are good at communicating and expressing themselves.

Logical/Mathematical Dominance

Students strong in this intelligence are able to think in abstractions and can handle complex concepts. They readily see patterns or relationships in ideas. They like to work with numbers and perform mathematical operations, and they approach problem-solving exercises with the tools of logic and rational thought.

VISUAL/SPATIAL Dominance

Students with this dominant intelligence think in images, symbols, colours, pictures, patterns and shapes. They like to perform tasks that require 'seeing with the mind's eye'—tasks that require them to visualise, imagine, pretend or form images.

Body/Kinaesthetic Dominance

Students dominant in this intelligence have strong body awareness and a sharp sense of physical movement. They communicate best through body language, physical gestures, hands-on activities, active demonstrations and performance tasks.

Musical/Rhythmic Dominance

Students with this dominant intelligence enjoy music, rhythmic patterns, variations in tones or rhythms, and sounds. They enjoy listening to music, composing music, interpreting music, performing to music, and learning with music playing in the background.

Interpersonal Dominance

Students with this dominant intelligence thrive on person-to-person interactions and team activities. They are sensitive to the feelings and needs of others and are skilled team members, discussion leaders and peer mediators.

Intrapersonal Dominance

Students with this dominant intelligence prefer to work alone because they are self-reflective, self-motivated, and in tune with their own feelings, beliefs, strengths and thought processes. They respond to intrinsic rather than extrinsic rewards and may demonstrate great wisdom and insight when presented with personal challenges and independent-study opportunities.

Naturalistic Dominance

Howard Gardner defines a naturalist as a person who recognises flora and fauna plus other consequential distinctions in the natural world and uses the ability productively. A naturalist demonstrates the ability to understand patterns, relationships and connections in nature.

The Theory of Multiple Intelligences can be used as a guide for the teacher who is interested in creating lesson plans that address one or more of the intelligences on a daily basis. Teachers should ask themselves the following questions when attempting to develop or evaluate classroom activities using the eight intelligences.

1. What tasks require students to write, speak or read?
2. What tasks require students to engage in problem solving, logical thought or calculations?
3. What tasks require students to create images or visual aids and to analyse colours, textures, forms or shapes?
4. What tasks require students to employ body motions, manipulations or hands-on approaches to learning?
5. What tasks require students to incorporate music, rhythm, pitch, tones or environmental sounds in their work?
6. What tasks require students to work in groups and to interact with other students?
7. What tasks require students to express personal feelings, insights, beliefs and self-disclosing ideas?
8. What tasks require students to identify people, plants, animals and other features in our environments?