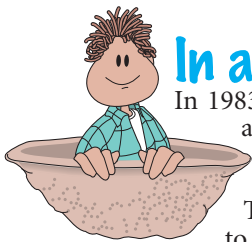




# Multiple Intelligences

**Multiple Intelligences (MI)** is a celebration of the uniqueness and diversity of our students! **MI** tells us that students are smart not just in one or two ways, but in many ways. To reach all students and to develop the diverse intelligences, we need to teach in many ways, providing varied learning experiences for our students. This **Smart-Card** provides a nutshell description of **MI Theory**, explores the 8 intelligences, and gives classroom ideas and activities.



## In a nutshell...

In 1983, Howard Gardner of Harvard University wrote a book entitled, *Frames of Mind: The Theory of Multiple Intelligences*. In this book, Gardner outlines his Theory of Multiple Intelligences.

There are two fundamental propositions central to MI Theory: 1) Intelligence is not fixed. We are not stuck with the intelligence level we are born with. We have the ability to develop the intellectual capacity of our students. 2) Intelligence is not unitary. There are many ways to be smart. There is not just one human intelligence, but rather multiple intelligences. Everyone has each intelligence and a unique pattern of intelligences.

Gardner set out in search of the multiple intelligences. He believed that for anything to be considered an intelligence, it had to meet three prerequisites. An intelligence must include:

- 1) Skills enabling individuals to resolve genuine problems.
- 2) The ability to create an effective product.
- 3) The potential for finding or creating problems.

Gardner selected candidate intelligences that met these three prerequisites. He then tested the candidates against eight criteria. Gardner originally identified seven specific intelligences, and has recently added the eighth, the Naturalist intelligence. See The 8 Intelligences at right. Gardner indicates there may be more.

## The 8 Intelligences



## The 3 Multiple Intelligences Visions

### Teaching with Intelligences

Just as students are smart in different ways, they learn in different ways. If we only lecture, we inadvertently advantage our verbal/linguistic students at the expense of our other students. By extending our teaching repertoire to encompass all the intelligences, we make the content accessible to all of our students and give all students an equal opportunity to excel.

### Developing the Intelligences

As a pluralistic society, we value the capabilities, products and end-states of each intelligence. Why, then, have we chosen to elevate the status of certain intelligences in the classroom while disregarding others? By broadening our curriculum in the classroom to include the development of all the intelligences, we help every student be all they can be.

### Celebrating Uniqueness and Diversity

If we have but one ruler to measure intelligence, each student is smarter than some and dumber than others. When we break the ruler into eight separate rulers, each student is not smarter or dumber, but has a unique pattern of intelligences to be celebrated. By teaching our students about their uniqueness and valuing diverse intelligences, we validate all students. Students enjoy a sense of self-worth, and more readily respect the uniqueness of others.