

Describe: How can I use Multiple Intelligence to prepare for next class?

- Class 6 (2/1): Self-awareness (consistent self): Personality
- In re: Self-awareness (self as student): learning styles and Multiple Intelligences.
- Experiential Learning
- Learning - Metacognition and neuroscience
- Logical / Empirical
- Learning styles and strategies

Good reflections

The question of my preparation for next class involves more than Gardner's "theory", which I've discovered empirical evidence does not support such clear-cut pieces of his pie-chart, where, for instance, the Existential piece need to be spliced in during class.

As a theory though, describing personal potential and related tasks or preferences, I do understand its beneficial aspect as an introductory tool to present new ideas related to the "uniform cognitive capacity people are born with" for us to consider as MI factors in the Investigative Approach to understanding and appealing to an individual's strengths.

Understanding that neuroscience incorporates all the pieces of Gardner's pie of cognition, it behooves us to maintain awareness of the whole - rather than become fixated upon a distinct piece and develop our helping relationship to that strength piece alone.

Striving for competence in accord with experiential learning, it was a beautiful demonstration having the class assess your MI approach to addressing Learning Styles and Strategies. Beautiful! I'm impressed.

Yet I was totally dumbfounded at the time by the instruction to isolate individual aspects - when you obviously appeal in-general to all. I'm afraid this experiential learning cycle may have been lost on more than a few students though, who were rather taught to learn by rote.

Explain how DJ used emotional intelligence the experiential learning cycle to change her policy on hats in class

- Experientially DJ class interruptions by rude C/O has been a subject for training. Validating bad behavior of C/O + 1/4 interaction. Upon reflection how to solve this problem of Relationship Mngmt. DJ has imposed suppressive Self Mngmt standards for the class to abide by where everyone needs comply, when only a few hot heads bit tresslers bait.

Experiential + Emotional Intell.

What pray tell is "CONTRARY" in this?

Was it the word "Suppressive"?

**Supplement #9**  
**Multiple Intelligences Survey**

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Retrieved from <http://surfaquarium.com/MI/inventory.htm>

**Part I** - Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

**Section 1**

- I enjoy categorizing things by common traits
- Ecological issues are important to me
- Classification helps me make sense of new data
- I enjoy working in a garden
- I believe preserving our National Parks is important
- Putting things in hierarchies makes sense to me
- Animals are important in my life
- My home has a recycling system in place
- I enjoy studying biology, botany and/or zoology
- I pick up on subtle differences in meaning

10 TOTAL for Section 1

**Section 2**

- I easily pick up on patterns
- I focus in on noise and sounds
- Moving to a beat is easy for me
- I enjoy making music
- I respond to the cadence of poetry
- I remember things by putting them in a rhyme
- Concentration is difficult for me if there is background noise
- Listening to sounds in nature can be very relaxing
- Musicals are more engaging to me than dramatic plays
- Remembering song lyrics is easy for me

4 TOTAL for Section 2

**Section 3**

- I am known for being neat and orderly
- Step-by-step directions are a big help
- Problem solving comes easily to me
- I get easily frustrated with disorganized people
- I can complete calculations quickly in my head
- Logic puzzles are fun
- I can't begin an assignment until I have all my "ducks in a row"
- Structure is a good thing
- I enjoy troubleshooting something that isn't working properly
- Things have to make sense to me or I am dissatisfied

9 TOTAL for Section 3

#### Section 4

- It is important to see my role in the "big picture" of things
- I enjoy discussing questions about life
- Religion is important to me
- I enjoy viewing art work
- Relaxation and meditation exercises are rewarding to me
- I like traveling to visit inspiring places
- I enjoy reading philosophers
- Learning new things is easier when I see their real world application
- I wonder if there are other forms of intelligent life in the universe
- It is important for me to feel connected to people, ideas and beliefs

9  TOTAL for Section 4

#### Section 5

- I learn best interacting with others
- I enjoy informal chat and serious discussion
- The more the merrier
- I often serve as a leader among peers and colleagues
- I value relationships more than ideas or accomplishments
- Study groups are very productive for me
- I am a "team player"
- Friends are important to me
- I belong to more than three clubs or organizations
- I dislike working alone

TOTAL for Section 5

#### Section 6

- I learn by doing
- I enjoy making things with my hands
- Sports are a part of my life
- I use gestures and non-verbal cues when I communicate
- Demonstrating is better than explaining
- I love to dance
- I like working with tools
- Inactivity can make me more tired than being very busy
- Hands-on activities are fun
- I live an active lifestyle

8  TOTAL for Section 6

**Section 7**

- Foreign languages interest me
- I enjoy reading books, magazines and web sites
- I keep a journal
- Word puzzles like crosswords or jumbles are enjoyable
- Taking notes helps me remember and understand
- I faithfully contact friends through letters and/or e-mail
- It is easy for me to explain my ideas to others
- I write for pleasure
- Puns, anagrams and spoonerisms are fun
- I enjoy public speaking and participating in debates
- TOTAL for Section 7

**Section 8**

- My attitude effects how I learn
- I like to be involved in causes that help others
- I am keenly aware of my moral beliefs
- I learn best when I have an emotional attachment to the subject
- Fairness is important to me
- Social justice issues interest me
- Working alone can be just as productive as working in a group
- I need to know why I should do something before I agree to do it
- When I believe in something I give more effort towards it
- I am willing to protest or sign a petition to right a wrong
- TOTAL for Section 8

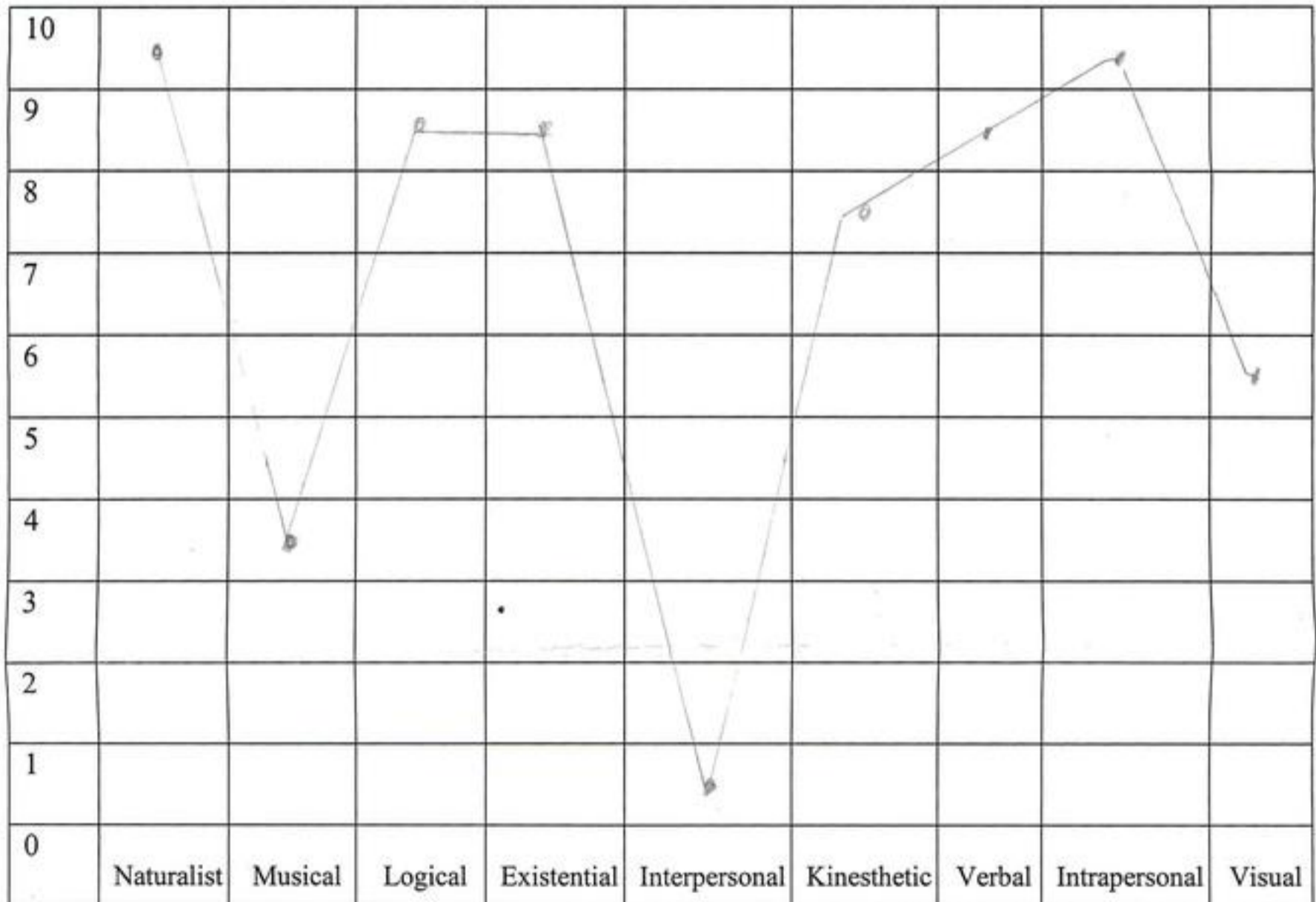
**Section 9**

- I can visualize ideas in my mind
- Rearranging a room and redecorating are fun for me
- I enjoy creating my own works of art
- I remember better using graphic organizers
- I enjoy all kinds of entertainment media
- Charts, graphs and tables help me interpret data
- A music video can make me more interested in a song
- I can recall things as mental pictures
- I am good at reading maps and blueprints
- Three dimensional puzzles are fun
- TOTAL for Section 9

**Part II :** Take your scores from Section 1-9 and place them in the chart below.

Section	Total Forward
1	10
2	4
3	9
4	9
5	6
6	8
7	9
8	10
9	6

**Part III** Now plot your scores on the bar graph provided:



## Supplement #10

### **Multiple Intelligences Information**

Retrieved from <http://web.cortland.edu/andersmd/learning/MI%20Theory.htm>

#### **Background of Howard Gardner**



Howard Gardner is a psychologist and Professor at Harvard University's Graduate School of Education. Based on his study of many people from many different walks of life in everyday circumstances and professions, Gardner developed the theory of multiple intelligences. He performed interviews with and brain research on hundreds of people, including stroke victims, prodigies, autistic individuals, and so-called "idiot savants."

Gardner defined the first seven intelligences in *Frames of Mind* in 1983. He added the last two in *Intelligence Reframed* in 1999.

#### **Theory Behind the Model**

Gardner's MI Theory challenged traditional beliefs in the fields of education and cognitive science. According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests. According to Gardner, intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture
- A set of skills that make it possible for a person to solve problems in life
- The potential for finding or creating solutions for problems, which involves gathering new knowledge

In addition, Gardner claims that:

- All human beings possess all intelligences in varying amounts
- Each person has a different intellectual composition
- We can improve education by addressing the multiple intelligences of our students
- These intelligences are located in different areas of the brain and can either work independently or together
- These intelligences may define the human species
- Multiple intelligences can be nurtured and strengthened, or ignored and weakened
- Each individual has nine intelligences (and maybe more to be discovered)

#### **Multiple Intelligences**

According to MI Theory, identifying each student's intelligences has strong ramifications in the classroom. If a child's intelligence can be identified, then teachers can accommodate different children more successfully according to their orientation to learning. Teachers in traditional classrooms primarily teach to the verbal/linguistic and mathematical/logical intelligences. The nine intelligences are described below:

- **VISUAL/SPATIAL** - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.
- **VERBAL/LINGUISTIC** - children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.
- **MATHEMATICAL/LOGICAL** - children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.

- **BODILY/KINESTHETIC** - children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!
- **MUSICAL/RHYTHMIC** - children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.
- **INTRAPERSONAL** - children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.
- **INTERPERSONAL** - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.
- **NATURALIST** - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.
- **EXISTENTIALIST** - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.



**Supplement #11**  
**Multiple Intelligences Chart**

Retrieved from <http://www.businessballs.com/freepdfmaterials/MI-test-intelligences-descriptions.pdf>

**Gardner's Multiple Intelligences - descriptions, preferences, personal potential, related tasks and tests**

intelligence type	intelligence description	typical roles, preferences, potential	related tasks, activities or tests	preferred learning style
1. Linguistic	<b>words and language</b> , written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copywriters, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
2. Logical - mathematical	<b>logical thinking</b> , detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3. Musical	<b>musical ability</b> , awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, partyplanners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm
4. Bodily - Kinesthetic	<b>body movement control</b> , manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sportspeople, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, craftspeople; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess workstation ergonomics	physical experience and movement, touch and feel
5. Spatial - Visual	<b>visual and spatial perception</b> ; interpretation and creation of visual images; pictorial imagination and	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners,	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack	pictures, shapes, images, 3D space

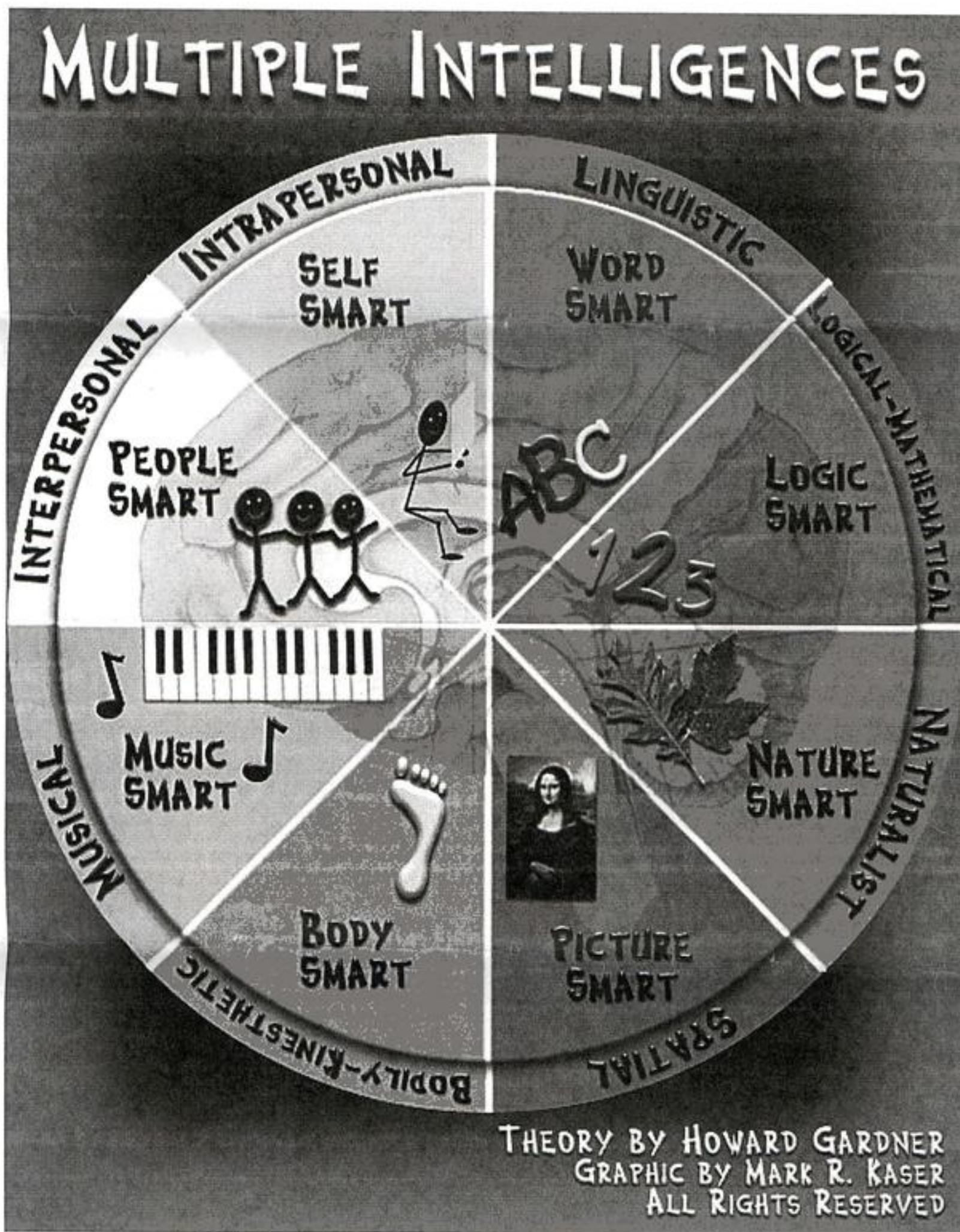
	expression; understands relationship between images and meanings, and between space and effect	visionaries, inventors, engineers, cosmetics and beauty consultants	a suitcase or the boot of a car	
6. Interpersonal	<b>perception of other people's feelings</b> ; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, communications, cooperation, teamwork
7. Intrapersonal	<b>self-awareness</b> , personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model	self-reflection, self-discovery

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Supplement #12

**Pictorial Representation of Multiple Intelligences**

Retrieved from <https://classroomchoreography.files.wordpress.com/2010/05/multiple-intelligences.jpg>



existential

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