

Defies Measurement

Activity Guide – Multiple Intelligences

Discuss the topic below and then make a presentation to the group. The presentation will be in the form of a proposal to the local school board. Using the information you learn about Multiple Intelligences, be sure to state the problem that currently exists in the local school or district and then lay out the proposed solution. Or, if there isn't a problem, then propose a new plan that would add something positive to the school and/or district.

MULTIPLE INTELLIGENCES

In *Defies Measurement*, Dr. Howard Gardner talks about his theory of "Multiple Intelligences". He says "We don't just have a single general intelligence, but rather a number of separate intelligences." He has said before that "It's not how smart you are, but how you are smart" that matters.

Here is a list of Dr. Gardner's Multiple Intelligences:

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|-------------------------|-----------------------|-------------------|
| 1) Visual/Spatial | 4) Bodily/Kinesthetic | 7) Interpersonal |
| 2) Verbal/Linguistic | 5) Musical/Rhythmic | 8) Naturalist |
| 3) Mathematical/Logical | 6) Intrapersonal | 9) Existentialist |

According to Dr. Gardner, *"The intelligences constitute the human intellectual toolkit. Unless grossly impaired, all human beings possess the capacity to develop the several intelligences. There are two principal educational implications (of the MI theory): Individuation and pluralization. The first, individuation (also termed personalization), suggests that since human beings have their own unique configuration of intelligences, we should take that into account when teaching, mentoring or nurturing. As much as possible we should teach individuals in ways that they can learn and we should assess them in a way that allows them to show what they have understood and to apply their knowledge and skills in unfamiliar contexts. As for pluralization, that is a call for teaching consequential materials in several ways. Whether you are teaching the arts, the sciences, history, or math, you should decide which ideas are truly important and then you should present them in multiple ways."* If you can present material in several ways, "you achieve two important goals. First of all, you reach more students, because some students learn best from reading, some from building something, some from acting out a story, etc. Second, you show what it is like to be an expert—to understand something really well. Think about anything with which you have a deep familiarity. Presumably you can describe and convey it in several ways. Indeed, if you are limited to only one way of conveying an important concept or topic, your own understanding is probably tenuous."

For discussion:

Which intelligences do you feel are most developed within yourself?

How can teachers honor the multiple intelligences within the classroom?