

The Praxis of Multiple Intelligences: A practical implementation



CUE 2000
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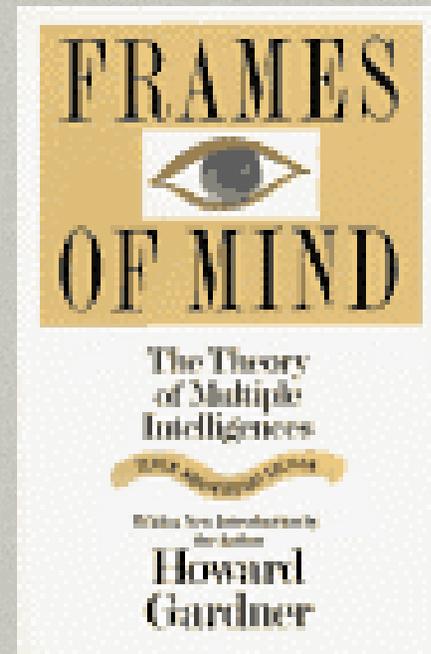
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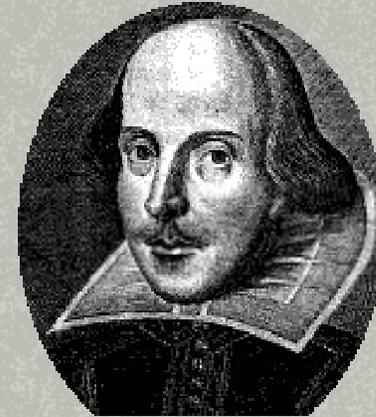


Gardner's Multiple Intelligences

- Verbal Linguistics
- Logico-Mathematic
- Kinesthetic
- Intrapersonal
- Interpersonal
- Musical
- Visual-Spatial



Verbal Linguistics



William Shakespeare

Sonnet CXLIX

Canst thou, O cruel! say I love thee not,
When I against myself with thee partake?
Do I not think on thee, when I forgot
Am of myself, all tyrant, for thy sake?
Who hateth thee that I do call my friend?
On whom frown'st thou that I do fawn upon?
Nay, if thou lour'st on me, do I not spend
Revenge upon myself with present moan?
What merit do I in myself respect,
That is so proud thy service to despise,
When all my best doth worship thy defect,
Commanded by the motion of thine eyes?
But, love, hate on, for now I know thy mind;
Those that can see thou lovest, and I am blind.

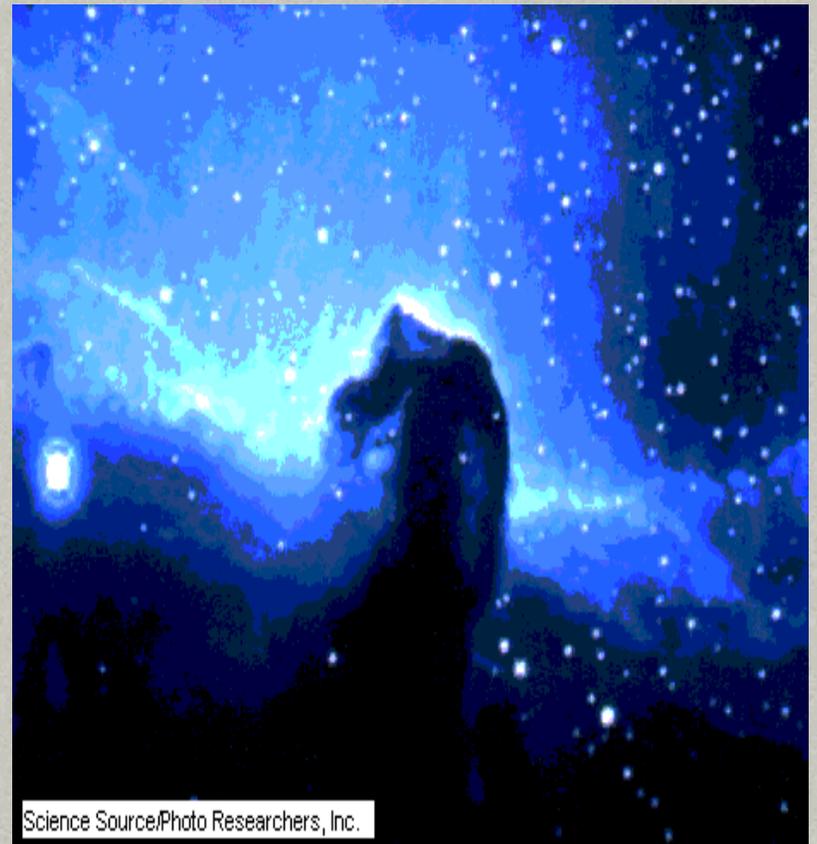
These students learn best by using words. Learners may like to read or write in order to acquire knowledge. These text-based learners are comfortable readers and writers.





Logico-Mathematics $a^2 + b^2 = c^2$

- Learners who favor this intelligence enjoy using logic, math, and reason in their approach to problems. They examine their world through a systematic exploration.





Kinesthetic



- These learners use bodily movement to activate the acquisition of knowledge. Perhaps you have notice how some students rock back and forth while concentrating.





Intrapersonal

- This learner enjoys a personal contemplation of the material at hand and needs quiet time to assimilate material for him or herself.





Interpersonal

The interpersonal intelligence learner likes to be involved in a community of learners. Learning is a social event in which the learner creates and receives knowledge from others



Group work is especially appealing to these learners.





Musical Intelligence

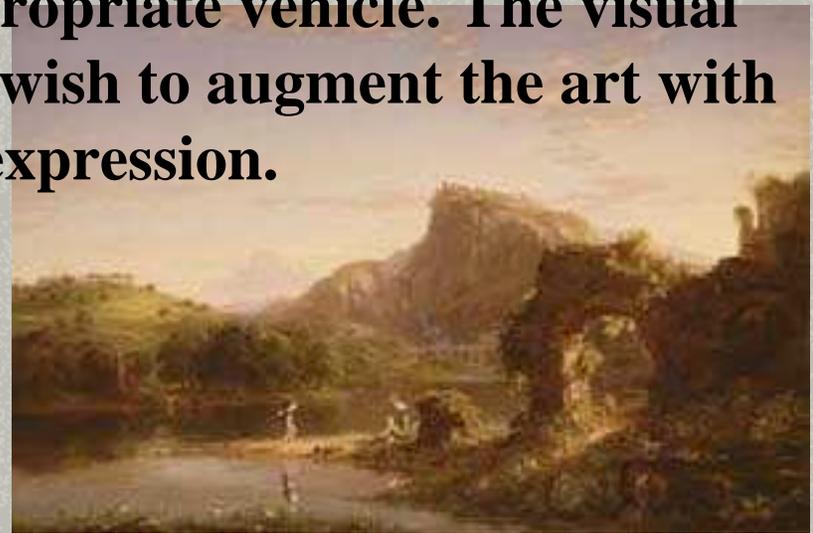
Using music as a vehicle of exploration, this learner can relate content to music. Taking advantage of this association, the learner may explore subjects via music that are associated with certain content.



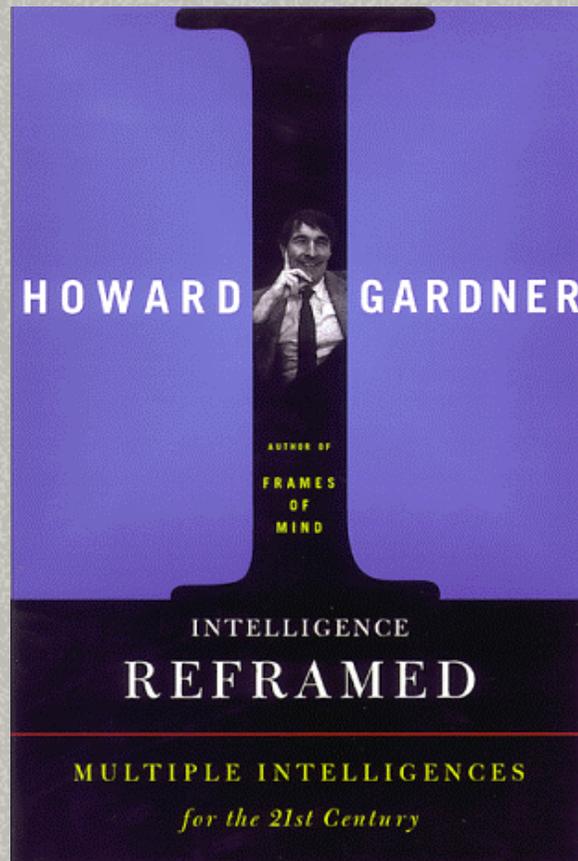


Visual-Spatial

The visual-spatial learner will favor an artistic approach to knowledge acquisition. Allowing the learner to express his or her learning through art would be an appropriate vehicle. The visual spatial learner may wish to augment the art with a verbal- linguistic expression.



More intelligences...?



- Naturalist
- Spiritual
- Existential
- Moral





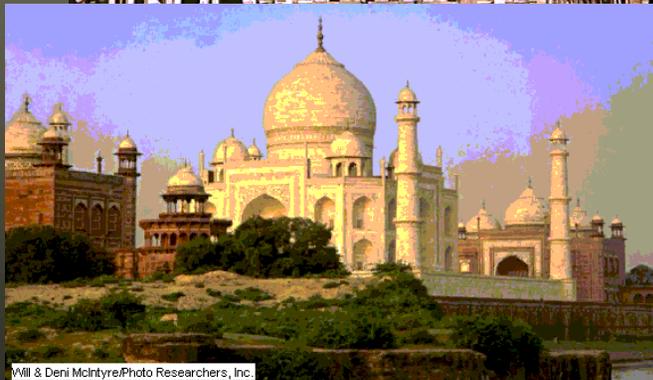
Naturalistic



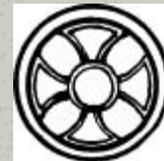
■ This learner has the ability to see holistically. This person can recognize large patterns. This person likes to see the whole picture and does not prefer to learn sections of information.



Spiritual Intelligence



Spiritual intelligence is “concern with cosmic or existential issues.” This person seeks experiences in religion, art, mythology.





Existential Intelligence



Existential intelligence is concern with ultimate issues. This learner is able to relate him or herself with the cosmos or the infinite. It differs from the spiritual in that this learner does not center on experience but upon knowledge of ultimate realities.





Moral Intelligence?

Gardner concludes in his book *Intelligence Reframed: Multiple Intelligences for the 21st Century* that there is no distinct moral intelligence. The sense of morality comes from a set of values and not a seat of human intelligence. Morality is learned and adapted from one's culture. Morality does not affect HOW a person would learn. Thus he concludes that there is no moral intelligence.





**Soooo... Why don't we use
Multiple Intelligences in our
classrooms?**

Why?





Most classrooms do not because...

- 1. Teachers do not have enough time to present lessons in multiple intelligences
- 2. Teachers do not have the expertise to create these lessons
- 3. Teachers do not have enough prep time to create these lessons.
- 4. **IT IS WRONG-HEADED!**





Multiple Intelligences is about learning – NOT teaching



- What goes on in the classroom should include MORE than lecturing.
- Students need more involvement than just listening and reading – they need to DO.





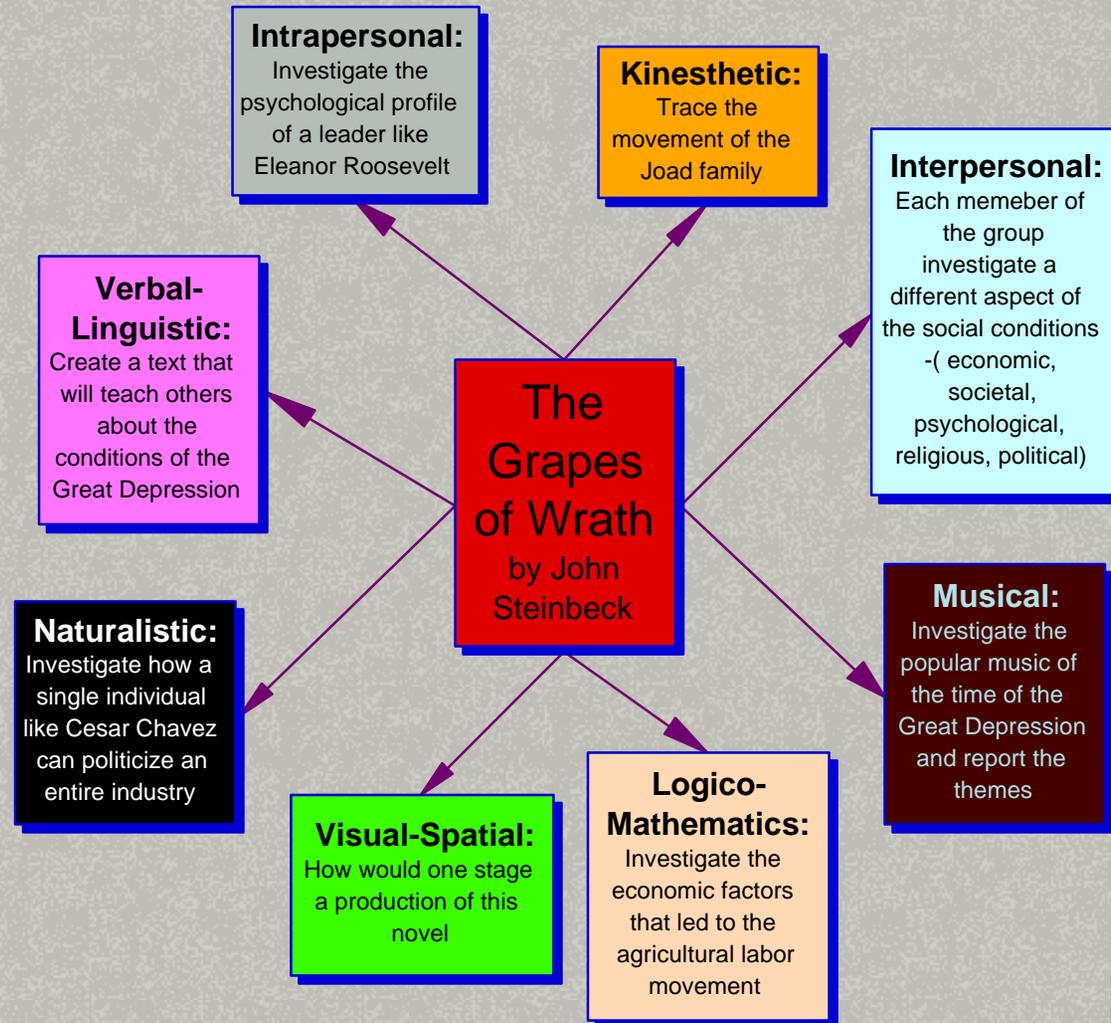
Teachers need to design lessons that go beyond reading and writing...



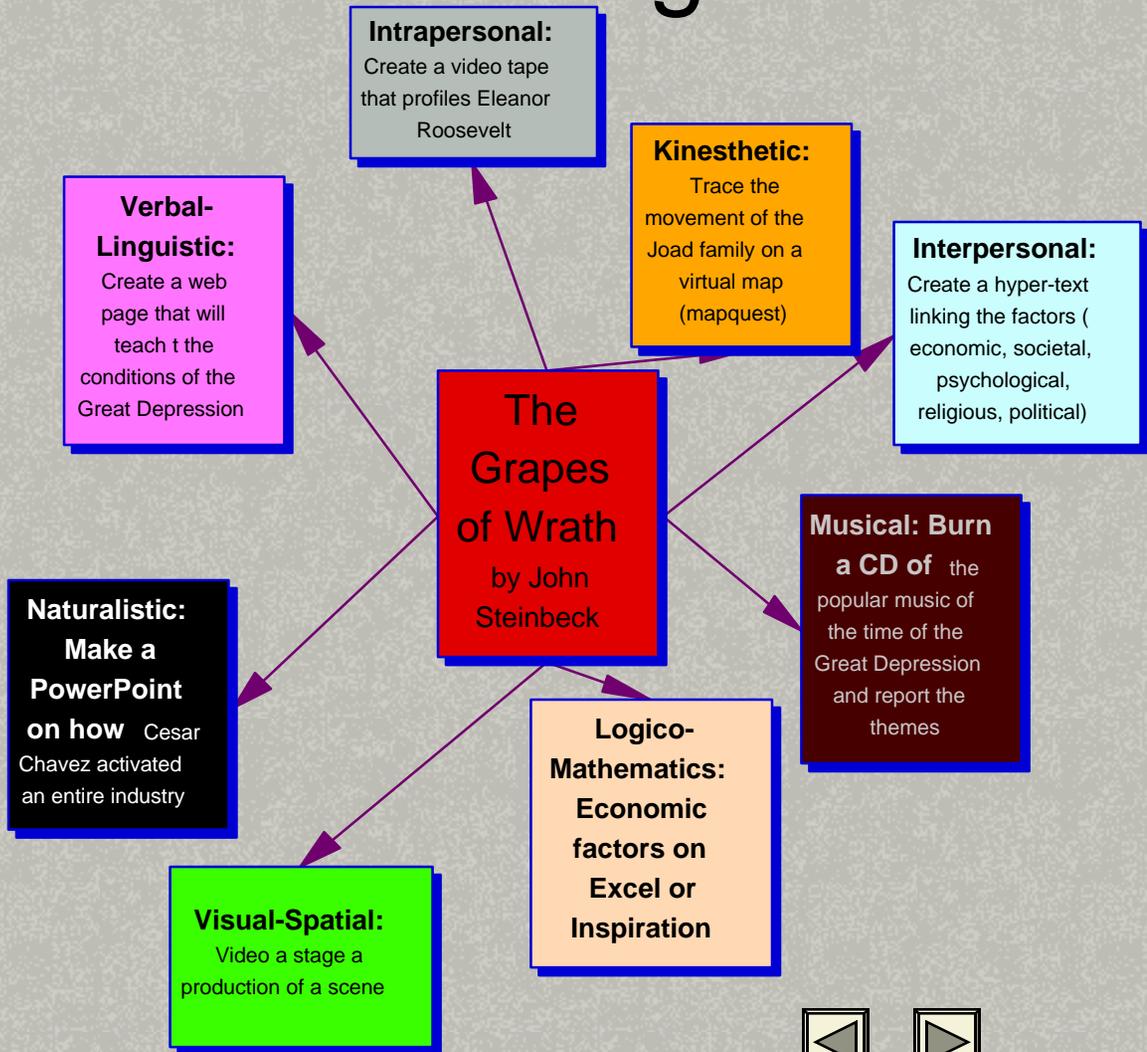
- Get students involved in their learning.
- Enable students to express their learning in ways more natural for them.
- Allow alternatives for assessment.



Example of activities



Example of technologies





Sample assignments

- Learning *Hiroshima*
- Learning *Romeo and Juliet*
- Learning *The Crucible*





Sample Student Outcomes

- Hiroshima Student Site
- Salem Witch Trials PPT
- CD-ROM Magazine
- Audio CD





Implementation Requires...

- Commitment to explore various assessment outcomes for students
- Commitment on part of administration to support teachers who experiment with MI
- Commitment to learn on part of students
- Commitment to CREATIVITY by all concerned



Let's design a lesson...

Part 1 – Possible Multiple Outcomes –

* Suggest valuable lessons that can be learned that are related to the topic at hand.

Part 2 – Possible Assessments –

* Allow various outcomes that can measure the learning of the students.

