

What is the Multiple Intelligence theory of learning?

Howard Earl Gardner (born July 11, 1943) is an American [developmental psychologist](#) and the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the [Harvard Graduate School of Education](#) at [Harvard University](#). He is currently the Senior Director of Harvard Project Zero, and since 1995, he has been the co-director of the Good Project.^[2]

Gardner has written hundreds of research articles^[3] and thirty books that have been translated into more than thirty languages. He is best known for his [theory of multiple intelligences](#), as outlined in his book *Frames of Mind: The Theory of Multiple Intelligences* (1983).^[2]

According to Gardner's [theory of multiple intelligences](#), humans have several different ways of processing information and these ways are relatively independent of one another. The theory is a critique of the standard intelligence theory, which emphasizes the correlation among abilities. Since 1999, Gardner has identified eight intelligences: linguistic, logic-mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, and naturalistic. Gardner is informally considering two additional intelligences, existential and pedagogical.^{[7][8]} Many teachers, school administrators, and special educators have been inspired by Gardner's Theory of Multiple Intelligences as it has allowed for the idea that there is more than one way to define a person's intellect.

According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The learning styles are as follows:

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts,

photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical -Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

At first, it may seem impossible to teach to all learning styles. However, as we move into using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may embody or that a class embodies. A review of the literature shows that a variety of decisions must be made when choosing media that is appropriate to learning style.

Dr Aruna was greatly impressed by these findings after attending a number of seminars, workshops and symposia on the theory of Multiple Intelligence. Hence she decided to have this as the core principle of Sharada Vidya Mandir nursery and primary school.

To put it very simply,

All children are not the same and should not be judged by the same criteria, let us treat each child as an individual with a special capacity and try to explore and enhance that capacity to bring out his or her true potential.

This is the VISION of SHARADA VIDYA MANDIR NURSERY AND PRIMARY SCHOOL

