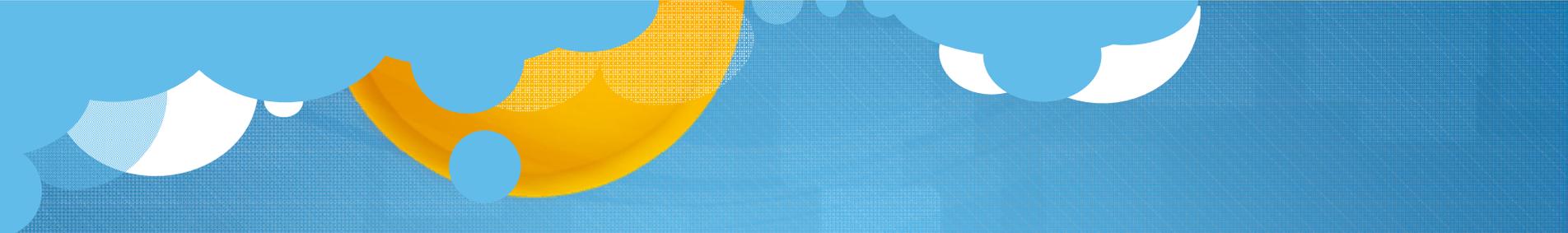




2011/08/13~08/28 Cambridge, UK

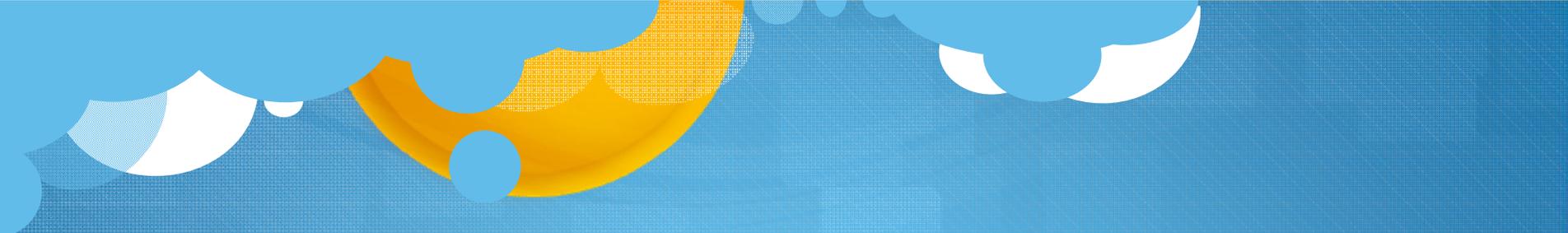
Multiple Intelligences in the Classroom

屈尺國小 魏孝軒



8 Multiple intelligences

- 1. Linguistic intelligence:** “Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals” (Gardner, 1999b, p. 41).
- 2. Logical-mathematical intelligence:** “Logical-mathematical intelligence involves the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically” (Gardner, 1999b, p. 42).



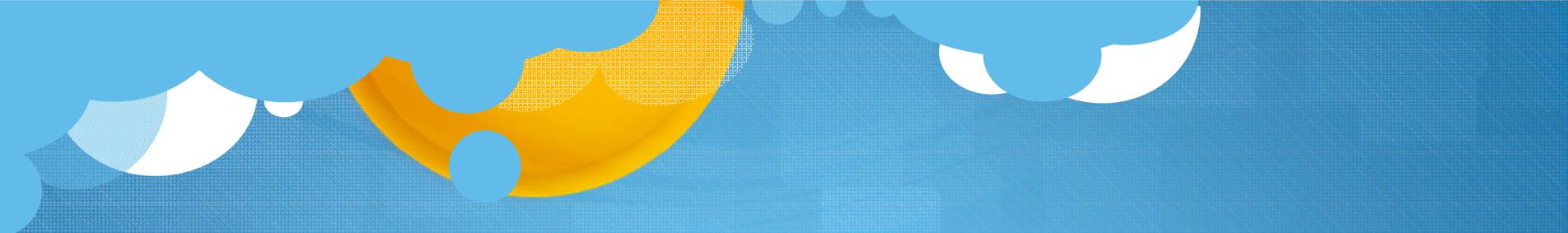
8 Multiple Intelligences

3. **Musical intelligence:** “Musical intelligence entails skill in the performance, composition, and appreciation of musical patterns” (Gardner, 1999b, p. 42).
4. **Bodily-kinesthetic intelligence:** “Bodily-kinesthetic intelligence entails the potential of using one’s whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products” (Gardner, 1999b, p.42).



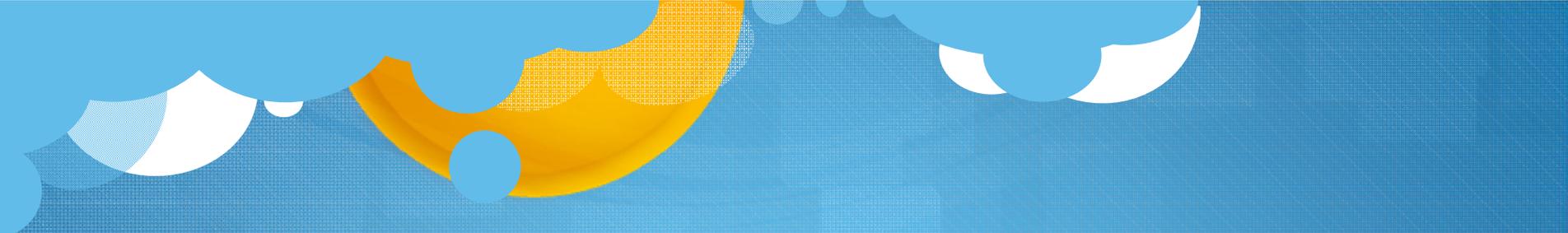
8 Multiple Intelligences

5. **Spatial intelligence:** “Spatial intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas (such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects)” (Gardner, 1999b, p.42).
6. **Interpersonal intelligence:** “Interpersonal intelligence denotes a person’s capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others” (Gardner, 1999b, p.43).



8 Multiple Intelligences

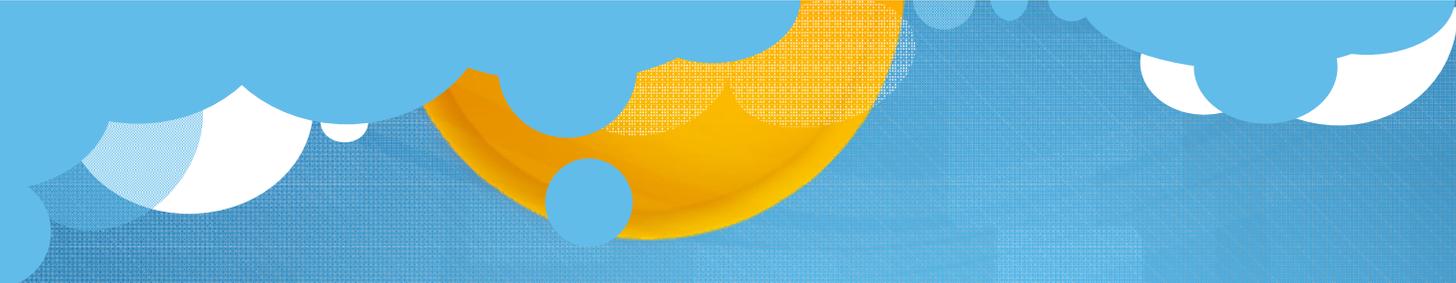
- 7. Intrapersonal intelligence:** “Intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself – including one’s own desires, fears, and capacities – and to use such information effectively in regulating one’s own life” (Gardner, 1999b, p. 43).
- 8. Naturalist intelligence:** “expertise in the recognition and classification of the numerous species – the flora and fauna – of his or her environment” (Gardner, 1999b, p. 48).



Five Entry Points—

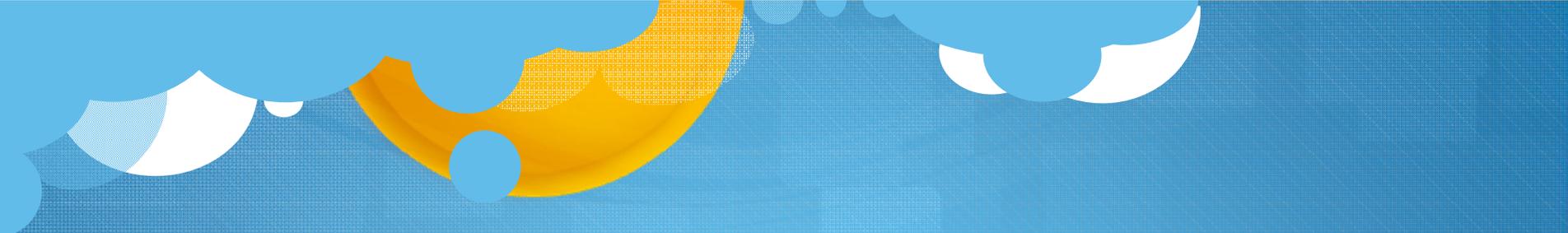
The Nurturing of Individual Understanding

- Garner believes that “any rich, nourishing topic -- any concept worth teaching – can be approached in at least five different ways that, roughly speaking, map onto the multiple intelligences.” (Garner, 1991, p.245) The topic can be thought as a room with five different doors or entry points. When a teacher introduces new materials with these entry points, students can approach topics or concepts by exploring different entry points. They hence “have the chance to develop those multiple perspectives that are the best antidote to stereotypical thinking.” (Garner, 1991, p.245)



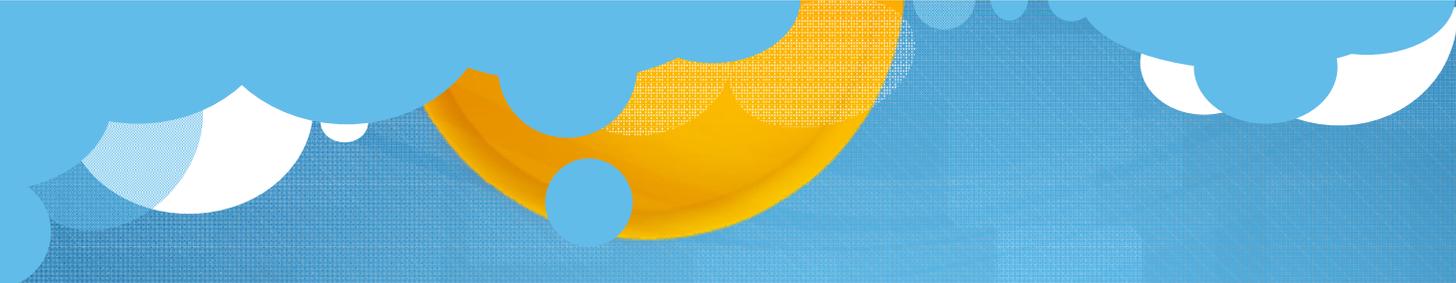
Five Entry Points

- **Narrational Entry Point:** “one presents a story or narrative about concept in question.” (Garner, 1991, p.245)
- **Logical-quantitative Entry Point:** “one approaches the concept by invoking numerical considerations or deductive reasoning processes.” (Garner, 1991, p.245)



Five Entry Points

- **Foundational Entry Point:** “examines the philosophical and terminological facets of the concept. This tack proves appropriate for people who like to pose fundamental questions, of sort that one associates with young children and with philosophers rather than with more practical (or more “middle-aged”) spirits. (Garner, 1991,p245)
- **Esthetic Approach :** “the emphasis falls on sensory or surface features that will appeal to –or at least capture the attention of –students who favor an artistic stance to experiences of living.” (Garner,1991,p.246)



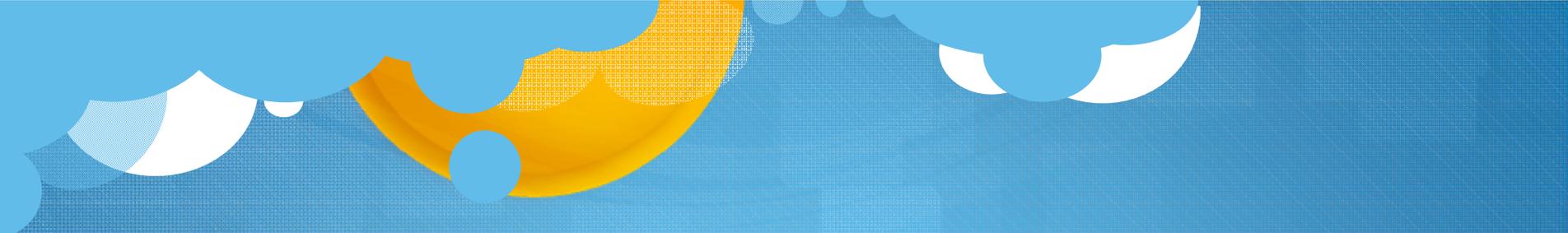
Five Entry Points

- **Experiential Approach:** “Some students—old as well as young—learn best with a hands-on approach, dealing directly with the materials that embody or convey the concept”. (Garner, 1991,p.246)



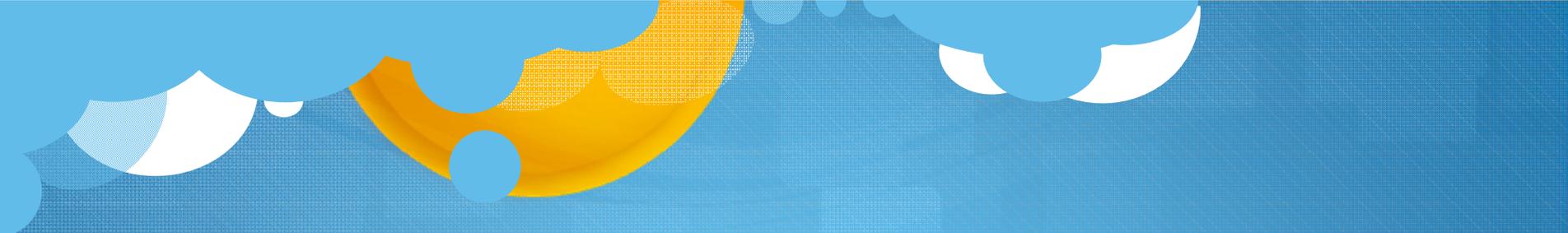
Chaz's demonstration

- Choose two words you like.
- Classify or sort out words
- Work out the syllables
- Reproduce words from memory
- Words featured in songs /poems



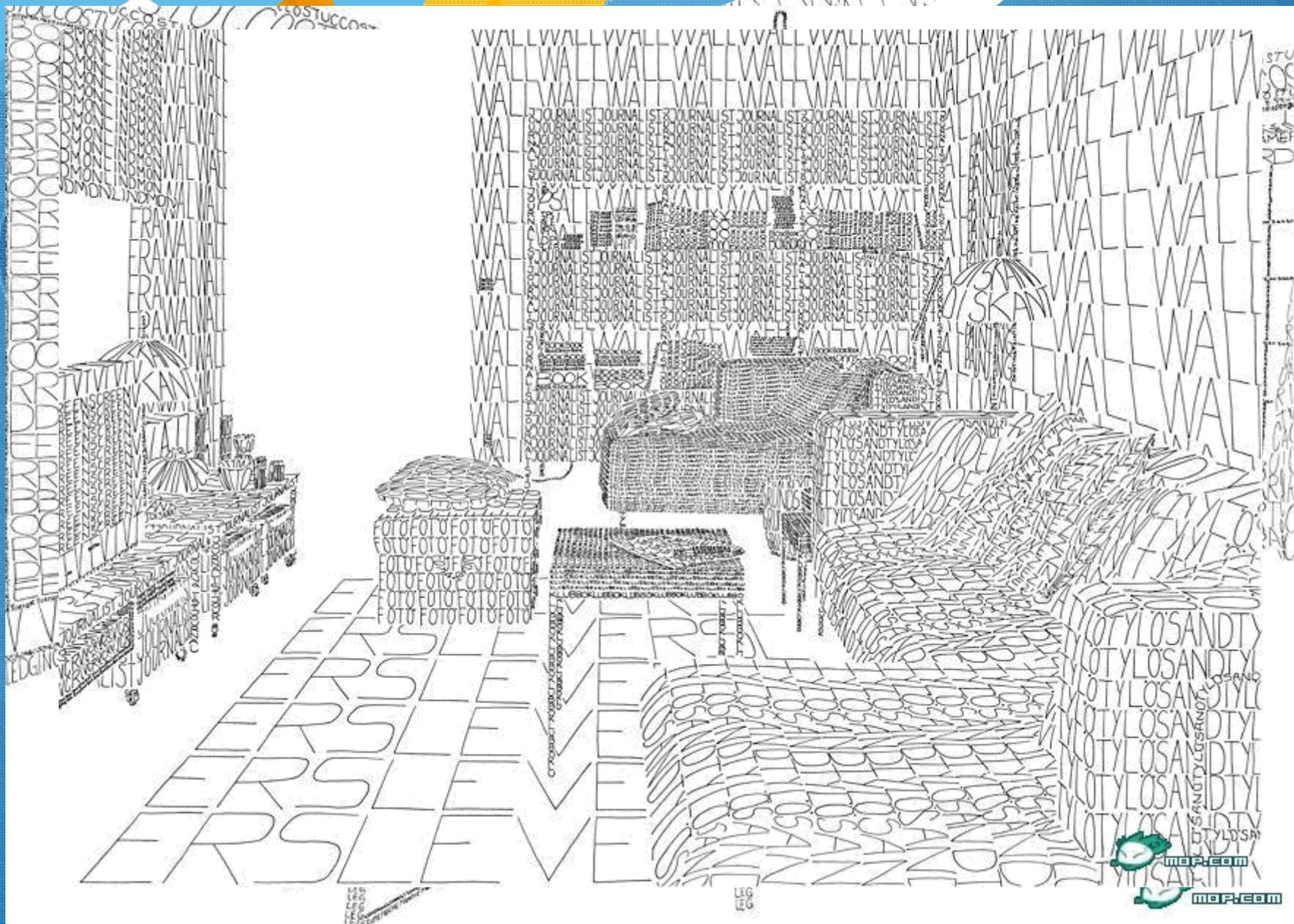
My reflection

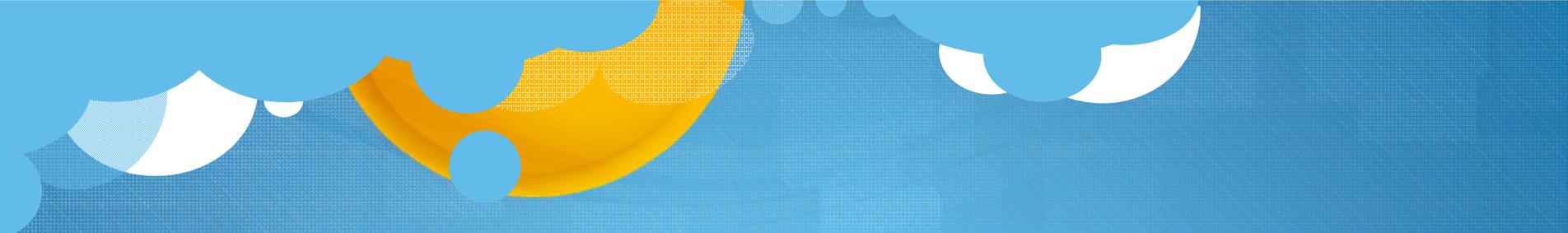
- Put on MI glasses (Multiple Intelligences glasses)
- Different way to see students: disruptive behavior/ different students learn most effectively in different ways
- Teachers' limitations
- Categorize students? Understanding or excuses



Conclusion

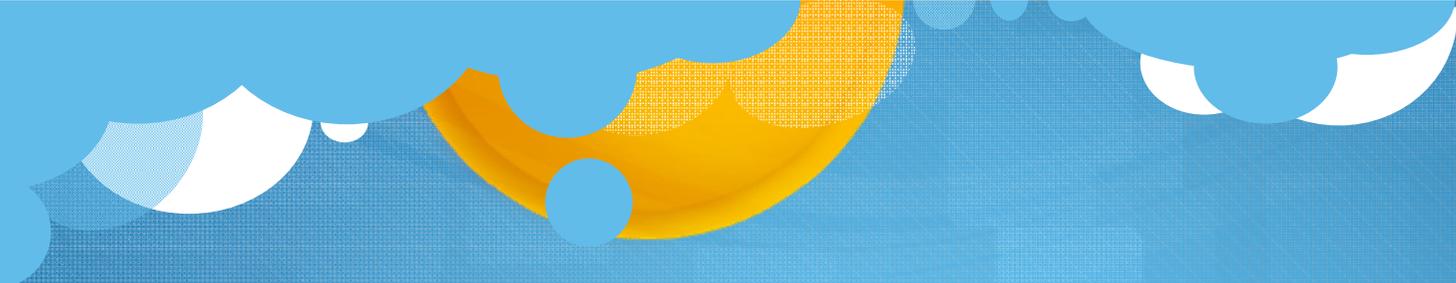
- In my opinion, multiple intelligences theory provides a different way of viewing my work and a boost to what I do well already- not an addition. In the practical English teaching environment in Taiwan, teachers do not have to prepare each lesson in eight different ways. Instead, we can offer a range of multiple intelligences-inspired activities over a period of time—maybe a spatial bias one week, and a verbal/linguistic one the next; maybe a choice of two activities, or an opportunity to be valued for every skill—not just handwriting.





Conclusion

- Students should not be limited by teachers' limitations.
- MI is just a “notion-transformation.” If we can help the students to discover how clever they are, they would become more confident. In that case, how smart we are!
- Be careful not to put individual children into categories. Children are constantly changing and evolving, and will often become what we think they are.



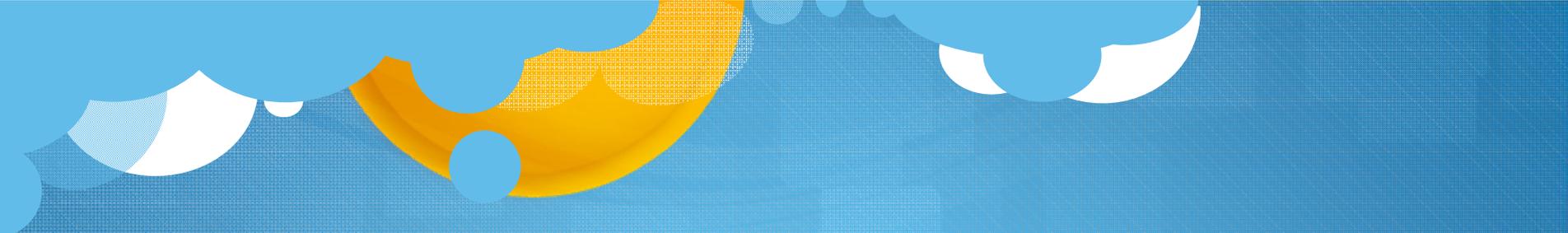
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- Paul, David. (2003) *Teaching English to Children in Asia*. Hong Kong: Pearson Longmand

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- www.bqfl.org/multiple intelligences
- www.miresearch.org/onlineassessment.php
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Thank you !!

o Enjoy teaching !!

&

Learning!!