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How Do We Apply MI to
Make the Best of Our
Teaching and Our
Students' Learning?!



Question for You!

YOUR Response:

■ What is the role of the teacher in the classroom working towards a Multiple Intelligences approach?



TEACHING Related to MI:

- Teaching OF MI:

Process of helping learners acquire knowledge and skills at the optimal time and using developmentally appropriate approaches

- Teaching WITH MI:

Using multiple entry points and multiple representations (music, story, music, science...). Results in motivating learners and deeper conceptual understanding (Cheung, 2003)



TEACHING Related to MI: (cont'd)

■ Teaching ABOUT MI:

Use MI-Inspired assessment results to inform curriculum planning and teaching (can be self-ratings); helps to carry out strength-based program planning in a dynamic way for students and, depending on their level, they can be involved in this directly

■ Teaching FOR MI:

Design and use of Intelligence-Fair environments (Cheung, 2009): students have equal opportunity to access stimulating and challenging areas rather than being narrowly limited. Ample opportunities to demonstrate strengths and strengthen areas of need.



Application Related to Other Strategies You've Utilized:

- Cooperative Learning
- Developing Critical Thinkers
- Constructivism in the classroom
- Your Examples:>>>>>>>>>>>>>>>>



HOW Do we IDENTIFY the Intelligence Areas of our Students?

YOUR Response 1):.....What are your thoughts as to how we could assess this?

YOUR Response 2).....Have you done this before (informally or formally) and, if so, how? Let's talk about specific students (keep identifying information out of your comments, please)....



OBSERVE your students for their interests:

- Example: Korea: After 3 months of observation, Ji-Min's third grade teacher discovered that he had a special interest in insects: identifying them, observing them, and classifying them. Indicated a strong naturalist intelligence.
- Your Examples:>>>>>>>>>



Teaching for MI as “Doing Good Work”

- Work that is technically excellent, personally meaningful, and carried out in an ethical way (Gardner et al, 2001)
- YOUR Response: How many of you believe you are currently teaching this way (whether utilizing MI theory specifically or not). Your examples:



Verbal-Linguistic

- Choral speaking; storytelling; retelling; speaking; debating; presenting; reading aloud; dramatizing; book making nonfiction reading; researching; listening; process writing writing journals;
- Use storytelling to explain...
- Conduct a debate on ...
- Write a poem, myth, legend, short play, or news article about...
- Create a talk show radio program about...
- Conduct an interview on...



Logical-Mathematical

- problem solving; measuring; coding; sequencing; critical thinking; predicting; playing logic games; collecting data; experimenting; solving puzzles; classifying; using manipulatives; learning the scientific model; using money; using geometry
- Translate into a mathematical formula
- Design and conduct an experiment on ...
- Make up syllogisms to demonstrate ...
- Make up analogies to explain ...
- Describe the patterns or symmetry in ...



Visual-Spatial

- Graphing; photographing; making visual metaphors; making visual analogies; mapping stories; making 3D projects; painting; illustrating; using charts; using organizers; visualizing; sketching; patterning; visual puzzles
- Chart, map, cluster, or graph ...
- Create a slide show, videotape, or photo album of ...
- Create a piece of art that demonstrates ...
- Invent a board or card game to demonstrate ...
- Illustrate, draw, paint, sketch, or sculpt ...

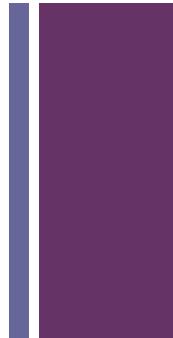


Bodily-Kinesthetic

- hands on experiments; activities changing room arrangement; creative movement; going on field trips; physical education activities; crafts; dramatizing using cooperative groups; dancing
- Create a movement or sequence of movements to explain ...
- Make task or puzzle cards for ...
- Build or construct a ...
- Plan and attend a field trip that will ...
- Bring hands-on materials to demonstrate ...



Musical



- Humming; rapping; playing background music; playing instruments; tapping out poetic rhythms; rhyming; singing
- Give a presentation with appropriate musical accompaniment on ...
- Sing a rap or song that explains ...
- Indicate the rhythmical patterns in ...
- Explain how the music of a song is similar to ...
- Make an instrument and use it to demonstrate ...



Interpersonal

- classroom parties; peer editing; cooperative learning; sharing group work; forming clubs; peer teaching; social awareness; conflict mediation; cross age tutoring; study group; brainstorming
- Conduct a meeting to address...
- Intentionally use social skills to learn about...
- Participate in a service project to...
- Teach someone about...
- Practice giving and receiving feedback on...



Intrapersonal

- personal response; individual study; personal goal setting; individual projects; journal log keeping; personal choice in projects; independent reading
- Describe qualities you possess that will help you successfully complete ...
- Set and pursue a goal to ...
- Describe one of your personal values about ...
- Write a journal entry on ...
- Assess your own work in...



Naturalistic

- reading outside; cloud watching; identifying insects; building habitats; identifying plants using a microscope; dissecting; going on a nature walk; build a garden; studying the stars; bird watching; collecting rocks; making bird feeders; going to the zoo
- Create observation notebooks of ...
- Describe changes in the local or global environment
- Care for pets, wildlife, gardens, or parks
- Use binoculars, telescopes, microscopes, or magnifiers to...
- Draw or photograph natural objects



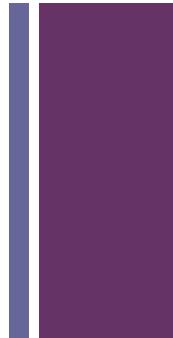
Organize in Centers

-often used in younger grades; can be adapted

- In the Personal Work Center (Intrapersonal Intelligence), students explore the present area of study through research, reflection, or individual projects.
- In the Working Together Center (Interpersonal Intelligence), they develop cooperative learning skills as they solve problems, answer questions, create learning games, brainstorm ideas and discuss that day's topic collaboratively.
- In the Music Center (Musical Intelligence), students compose and sing songs about the subject matter, make their own instruments, and learn in rhythmical ways.
- In the Art Center (Spatial Intelligence), they explore a subject area using diverse art media, manipulatives, puzzles, charts, and pictures.
- In the Building Center (Kinesthetic Intelligence), they build models, dramatize events, and dance, all in ways that relate to the content of that day's subject matter.
- In the Reading Center (Verbal/Linguistic Intelligence), students read, write, and learn in many traditional modes. They analyze and organize information in written form.
- In the Math & Science Center (Logical/ Mathematical Intelligence), they work with math games, manipulatives, mathematical concepts, science experiments, deductive reasoning, and problem solving.



School/ Learning Environment Characteristics to Support MI:



■ POLL:

If your school/learning environment/university had a sign on the entrance that said “Where Every Child [Person] Is Smart” would this be a change from the current philosophy of your school? Answer Yes or No

■ YOUR Response:

What would you say the ‘motto’ is now?



Where are they going? Careers and Match with MI:

- Verbal/Linguistic:

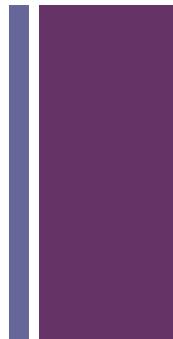
attorney, comedian, communications specialist, curator, editor in publishing, historian, journalist, lawyer, librarian, marketing consultant, newscaster, poet, politician, speech-pathologist, talk-show host, teacher, language translator, writer

- Logical/Mathematical:

accountant, auditor, computer analyst, computer technician, computer programmer, database designer, detective, economist, engineer, lawyer, mathematician, network analyst, physician, physicist, researcher, scientist, statistician, bookkeeper



Where are they going? Careers and Match with MI:



- Visual/Spatial:

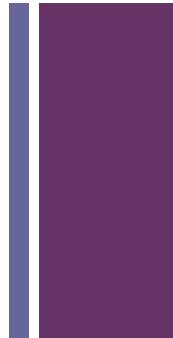
3D modeling & simulation, architect, artist, computer programmer, engineer, film animator, graphic artist, interior decorator, photographer, mechanic, navigator, outdoor guide, pilot, sculptor, strategic planner, surveyor, urban planner, webmaster

- Bodily/Kinesthetic:

actor, athlete, carpenter, computer games designer, craftsperson, dancer, firefighter, forest ranger, jeweler, mechanic, personal trainer, Phys Ed teacher, physical therapist, recreation specialist, surgeon, yoga instructor



Where are they going? Careers and Match with MI:



■ Musical:

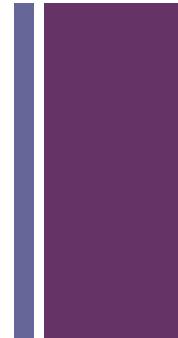
audiologist, choir director, conductor, disc jockey, music camp counselor, music comedy actor, music critic, sound editor, music lawyer, music librarian, music publisher, music retailer, music teacher, music therapist, musician, piano tuner, recording engineer, singersongwriter, speech pathologist, voice actor

■ Naturalist:

air quality specialist, animal health technician, anthropologist, astronomer, botanist, dog trainer, environmental lawyer, farmer, forest ranger, gardener, geologist, landscaper, meteorologist, nature photographer, park naturalist, veterinarian assistant, water conservationist, wetlands ecologist, wilderness guide, wildlife illustrator



Where are they going? Careers and Match with MI:



■ Intrapersonal:

actor, artist, career counselor, consultant, criminologist, energy healer, futurist or trend predictor, intelligence officer, personal counselor, philosopher, program planner, entrepreneur, psychologist, researcher, small business owner, spiritual counselor, theologian, therapist, writer, wellness counselor

■ Interpersonal:

actor, administrator, communications manager, conflict resolution specialist, cruise director, customer service rep, dental hygienist, group mediator, human resources manager, marketing specialist, nurse, politician, psychologist, religious leader, social director, social worker, teacher trainer/facilitator, travel counselor, waiter/waitress



Your Questions!

