

Do we believe in multiple intelligences or just pay lip service to it? According to Gary Stager, "You can spend your career keeping up with the latest intervention strategy or excuse for failure. Alternatively, you can teach the kids you have" (Stager 1). In classrooms, sometimes it is assumed that if a student cannot learn the material quickly and efficiently she or he must be dense. However, according to Howard Gardner's theory of intelligence there is not only one way of measuring intelligence but instead eight criteria (Nolen 1).

His eight criteria were linguistic intelligence, music intelligence, mathematical intelligence, spatial intelligence, bodily kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and environmental intelligence (Nolen 1-5). Linguistic intelligence is often thought of as

the mastery of language (1). People highly capable in linguistic intelligence frequently enjoy jobs that allow this mastery such as teaching, writing, law, and translation, in which they are more equipped to memorize information, pay great detail to grammar and vocabulary, and analyzing and explaining a subject (1). Music intelligence frequently makes great use of noises because those gifted



in

this area have developed a intricate understanding of pitch, rhythm, and timbre as a way of expressing their feelings (2). This gift can often be recognized as early as when the child first begins to sing (2).

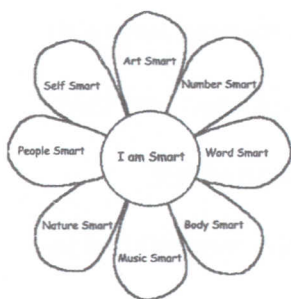
Mathematical intelligence focuses upon patterns, reasoning, and logical thinking (2). This kind of intelligence focuses upon calculation and logical sequencing which allows most of these students to adapt quickly to a typical school setting (2). Spatial intelligence is far more concentrated upon solving problems (2). These students tend to think about things in a more concrete manner and typically end up in jobs like painting, sculpting, designing, architecture, and hunting (3). This ability is present in

bodily-kinesthetic learners as well as they focus on concrete ideas and use their body skillfully to manipulate themselves and objects (3). Teachers might need to keep in mind that these learners will sometime have difficulty remaining quiet and motionless for a long period of time and can sometimes use devices such as stress balls to motivate creativity and allow for more productive actions to occur (4).

The next two intelligences are in many ways interconnected. These are the interpersonal intelligence, being able to understand others' moods, feelings, motives, and intrapersonal intelligence, being able to understand one's thoughts and actions (4). These skills can often be helpful for speakers, teachers, political leaders, and religious leaders because it allows for a more imaginative and engaging knowledge of people (4). Likewise, intrapersonal intelligence can help students to really understand the results of their actions (4). Lastly, Gardner recognized environmental intelligence, an intelligence in which a person feels a great deal of interconnections between themselves and nature (5). This tends to be helpful to develop a real understanding and appreciation for the things that surround us.

All of these intelligences are said to be found within each child. To develop each fully, teachers must work to not become too centered on one technique, understanding that for each student a subject matter might require a different learning style than that previously understood. While Gardner's ideas are not considered the only method to evaluate multiple intelligences, even critiques such as Daniel Willingham's *Reframing the Mind* suggests that the main idea of evaluating

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intelligence in more than just one aspect is important (Willingham 1). In this way Stager was correct when he said, "Students grow when the adults around them dare to know them and cherish their individual gifts" (Stager 1). To truly achieve an understanding of multiple intelligences, teachers must be prepared to teach many different ways to help students to achieve their true potential.

Sources:

Willingham, Daniel. "Reframing the Mind." *Educationnext*. 4.3 (2004): Print.

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Gary, Stager. "Teach the Kids You Have." *District Administration*. 44.2 (2008): Print.

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Karyssa
Thank you for
some
visage