

Help me learn thru
edutainment and
multiple intelligences



**ASSIGN
BUSTER**

Help Me Learn Thru Edutainment and Multiple Intelligences Edutainment (also known as educational entertainment or entertainment-education) is an art form that uses entertainment for educational purposes. Some sources attribute the phrase “ edutaining” to Peter Catalanotto who coined the phrase as he traveled the United States teaching schoolchildren about writing and illustration in a memorable fashion by offering the information using an entertaining platform instead of the original text book style. From Catalanotto we learn that edutainment embeds lifelong lessons through social interaction and emotional bonding in an entertaining fashion.

This can be done through instructors utilizing facial expressions, object lessons, television or DVD programs, funny stories with a point, and other fun methods of learning. Successful edutainment is discernible by the fact that learning becomes fun by which teachers educate a group in a manner which is both engaging and amusing. Being entertaining while presenting your information isn't enough, each student no matter their educational background, age, social or economic situation has a preferred learning style.

Interest in the mid 1950s encouraged research into levels of how individuals acquire, retain, recall and transform information.

The early views of the mind had the Greek philosophers identifying three aspects of the mind: Cognition (acts of intellect, conation (acts of will), and affect (acts of emotions). Today experts vary on the number of these learning aspects currently referred to as “ learning intelligences” there are. The numbers range from four to nine. We are going to focus on seven.

Though we learn from all of the seven learning intelligences, there is always one that is predominant in our information assimilation, thus integrating learning through all three of the Greek philosophers aspects of the mind, intellect, will and emotions.

According to Howard Gardner's theory of Multiple Intelligences, we utilizes aspects of cognitive and developmental psychology, anthropology, and sociology to explain the human intellect. Following Gardner's research and writings the following Intelligences are: Linguistic: These are our vocal and auditory people who are sensitive to the meaning and order of words.

Linguistic intelligence refers to an individual's ability to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level.

This includes reading, writing, speaking, and other forms of verbal and written communications. Teachers can enhance their students' linguistic intelligence by having them keep journals, play word games, and by encouraging discussions. Other teaching options may include the teacher presenting verbally, asking questions aloud, encourage feedback and performing interviews.

Teaching options that are also encouraged include student participation in presenting material, reading content out loud, preparing skits/presentations of learned material and debates. Mathematical: These learners require a logical approach. Mathematical intelligence refers to an individual's ability to do things with data: collect, and organize, analyze and interpret, conclude and predict.

<https://assignbuster.com/help-me-learn-thru-edutainment-and-multiple-intelligences/>

Individuals strong in this intelligence see patterns and relationships. These individuals are oriented toward thinking: inductive and deductive logic, numeration, and abstract patterns.

They would be a contemplative problem solver; one who likes to play strategy games and to solve mathematical problems. Teaching options may include brain teasers, challenging questions to begin lesson, logical connections between subject matter and to authenticate situations to answer the question " why? ". Include the student by having them categorize information in logical sequences for organization, and to create charts or graphs to explain written information.

Visual: These learners take in the aesthetics of the room, textbooks, manuals, etc... Visual intelligence refers to the ability to form and manipulate a mental model.

Individuals with strength in this area depend on visual thinking and are very imaginative. People with this kind of intelligence tend to learn most readily from visual presentations such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint, or sculpt their ideas and often express their feelings and moods through art.

These individuals often daydream, imagine and pretend. They are good at reading diagrams and maps and enjoy solving mazes and jigsaw puzzles.

Teaching options may include utilizing charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes and computer graphic software. Musical: Musical learners are moved by pitch,

rhythm, melody and tone. Musical intelligence refers to the ability to understand, create, and interpret musical pitches, timbre, rhythm, and tones.

Teachers can integrate activities into their lessons that encourage students' musical intelligence by playing music for the class and assigning tasks that involve students creating lyrics about the material being taught.

Other teaching options may include creating musical rhythms for students to remember things, play music in the classroom during quiet or reflection time, allowing students to create a song, melody, or poem for the content to embed it in their memory and use well known songs to memorize formulas, skills or test content. Kinesthetic: This type of learner is also known as the "involve me" learner. Kinesthetic intelligence refers to people who process information through the sensations they feel in their bodies. These people like to move around, touch the people they are talking to and to act things out.

They are good at small and large muscle skills. Teachers may encourage growth in this area of intelligence through the use of touching, feeling, movement, improvisation, "hands-on" activities, and permission to squirm and wiggle. Other teaching options may include use of props during lecture and provide tangible items pertaining to content for students to examine. Also allow students to create props of their own to explain subject matter, create review games and to do computer research. Intrapersonal: This type of learner is in touch with their innermost feelings and emotions.

Intrapersonal intelligence, simply put, is the ability to know oneself. To exhibit strength in intrapersonal intelligence, an individual must be able to understand their own emotions, motivations, and be aware of their own strengths and weaknesses. Teachers can assign reflective activities, such as journaling to awaken students' Intrapersonal Intelligence. It is important to note that this intelligence involves the use of all others.

An individual should tap into their other intelligences to completely express their intrapersonal intelligence.

Teaching methods may also include individual research on topic, self-paced learning and choices in learning. Interpersonal: These learners learn best in social settings or group involvement. Interpersonal intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. Interpersonal intelligence also requires good communication and interactions skills, and the ability to show empathy towards the feelings of other individuals.

Teachers can encourage the growth of interpersonal intelligence by designing lessons that include group work and by planning cooperative learning activities.

They should encourage collaborations among peers, peer feedback and peer tutoring. Applying Edutainment into the curriculum is crucial once you've begun to understand the different intelligences. Careful planning during the lesson design process will help to ensure quality instruction and valuable student experiences in the classroom. Supplying the resources and materials

that promote involving the different intelligences can be as simple as <https://assignbuster.com/help-me-learn-thru-edutainment-and-multiple-intelligences/>

offering a learning station equipped with tactile, self-paced, team oriented and other materials and handouts to fit each of the learning needs.

Providing such an environment takes away the need for the teacher to be the sole entertainer, by allowing students to entertain themselves during the learning process.

A lesson could include; an outline with the exact sequence and times of class, some lecture, journal what you plan to do with the information received, share with a neighbor one thing you've learned so far, come up with a skit or tune as a group to perform for the class, background music for activities and breaks and colorful power point slides.

A lesson which followed this outline would include all seven learning styles without hindering any one style. It is important for teachers to carefully select activities that teach to the intelligences as well as realistically mesh with the subject matter of the lesson or unit. Multiple Intelligence theory should enhance, not detract from what is being taught.