

# [Multiple intelligences parameters](https://assignbuster.com/multiple-intelligences-parameters/)

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Multiple Intelligence (MI) Theory and the Making of the New Curriculum Multiple Intelligence (MI) theory, a diverse idea of intelligence, provides educators a coherent and valid paradigm with which to examine their perceptions of instruction and the ability of their students, to decide on how they should organize their students’ learning experiences, and to evaluate their own strong points and limitations and how these affect their behavior and decisions in classrooms (Armstrong, 1986). According to Lazear (2003), the theory has the capability of improving theoretical knowledge, cultivating constructive attitudes toward learning and instruction, boost involvement or participation and satisfaction in classrooms, and build more reliable learning experiences. A tailored curriculum requires a framework that takes into consideration prior understanding and knowledge of students and how they develop links between new kinds of learning and current knowledge (Armstrong, 1986). As proposed by Driver and Bell (1986), it is important “ to consider a new range of pedagogical strategies which enable students to reflect, [to] construct meanings and to encourage conceptual change” (p. 446). Furthermore, if instruction and learning is individualized, the varied learning requirements of students, manifested through diversities of culture, language, learning approach, limitation, and interest (Gardner, 2006) should be considered when developing curriculum. MI theory offers a structure to assist educators in making knowledgeable preparations for curriculum-developing tasks. MI theory was originally introduced by Howard Gardner. From then on, educators have become increasingly involved with the theory as a way of enhancing learning and teaching in a variety of approaches (Lazear, 2004). The theory embodies a specific focus on the inherent makeup of intelligence, but it is a lot more than merely an intelligence theory. It has turned into a viable model for evaluating instructional approaches, personalizing learning and instruction, curriculum making, and enhancing the evaluation literacy of educators (Armstrong, 1986). As remarked by Lazear (2004), schools have been structured around the MI theory, a lot of published scholarly works have been about the theory, and a large number of individuals have entered into career growth and development founded on the theory. As stated by Gardner (2006), every individual has seven unique intelligences. These are: (1) Verbal-linguistic: understanding of the structure and meaning of words or concepts; (2) logical-mathematical: the capacity to deal with series of interpretations or analyses and to acknowledge sequence and patterns; (3) musical-rhythmic: understanding of tone, pitch, rhythm, and melody; (4) bodily-kinesthetic: the capacity to exploit the body proficiently and handle things skillfully; (5) visual-spatial: the capacity to understand the world correctly and to change or reconstruct features of that world; (6) interpersonal: the capacity to make sense of relationships and individuals; and (7) intrapersonal: an accurate understanding and use of one’s emotional being as a way of making sense of oneself and others (Gardner, 2006). Gardner (2006) recently included the naturalist intelligence or an understanding of the features of the natural world and the capacity to observe patterns in nature as the number eight intelligence. Each of these intelligences is existent to varying levels in an individual, with several intelligences being stronger or more improved than others (Armstrong, 1986). As observed by Lazear (2003), even though there are eight unique intelligences, differences in quality and characteristics among these intelligences exist, with individuals showing significant changeability. Students have to acquire learning experience that permits them to use all of their intelligences, to examine their own strength and weaknesses and how they can affect learning, and to be given the chance to decide how they learn and are evaluated (Armstrong, 1986). In so doing, students are more granted the opportunity to experience learning and instruction that is important, individualized, and meaningful. Usually, the education institution has placed emphasis on logical-mathematical and verbal-linguistic intelligences (Lazear, 2004). Learners who have limited capacity in either of these overrated intelligences are often underprivileged in school (Armstrong, 1986); as a result, educators have to widen their evaluation and teaching selections to involve techniques exploiting several intelligences. As remarked by Haggarty (1995), “ MI theory offers a richly diversified way of understanding and categorizing human cognitive abilities, and combinations of abilities, heightening our awareness of what makes learning possible for individual students” (p. 62). From my point of view, and from my evaluation of my own intelligences, MI theory can be employed to realize three objectives: (1) to respect and observe diversity; (2) to motivate learners to enrich their skills and capacities to broaden each of their intelligences as totally as possible; and (3) to tailor instruction based on the distinct learning approaches of students. For instance, English teachers can help learners to gain language proficiency, to learn about vocabulary and grammar, and learn to do English by making the best use of the progress of the entire domain of intelligence through the application of evaluation and instructional curriculum and methods to sustain and improve each of the eight intelligences. References Armstrong, T   (2000)   Multiple intelligences in the classroom.   Alexandria, VA: ASCD. Driver, R. & Bell, B. (1986) ‘ Student’s thinking and the learning of science: A constructivist view’, School Science Review, 67(240), 443-455. Gardner, H.   (2006)   Multiple intelligences: New horizons   New York, NY: Basic Books. Haggarty, B. A. (1995) Nurturing multiple intelligences: A guide to multiple intelligences theory and teaching. New York: Addison Wesley. Lazear, D.   (2003)   Eight ways of teaching: The artistry of teaching with multiple intelligences. Berkeley, CA : Sage. 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