

Learning styles: the theory of multiple intelligences

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Theory of Multiple intelligences Theory of multiple intelligences illustrates theory of intelligence which differentiates intelligence into specific modalities, instead of viewing intelligence as single general ability. This theory was initiated in 1983 by Howard Gardner, in his book *Frames of Mind: the Theory of Multiple Intelligence*. Gardner illustrated seven issues for intelligence behavior: unique developmental progression, presence of savants, prodigies or other exceptional individuals, supported by psychometric results or experimental psychology, brain isolation potential due to brain damage, appearance in evolutionary history, and existence of core operations (Gardner, 2002).

These criteria are based on eight abilities: naturalistic, interpersonal, logical-mathematical, intrapersonal, bodily-kinesthetic, verbal-linguistic, musical-rhythmic, and visual-spatial (Garnder, 1984). Gardner also illustrated that moral or existential intelligence can be included. Intelligence distinctions are clearly illustrated; but Gardner opposes classifying learners according to certain intelligence. Each and every individual has unique integration of all intelligences. Multiple intelligences empowers learners; through restrictions on one learning modality.

In his book, Gardner explains that intelligence is grouped into three categories initiated by capabilities: capability of producing effective product and service valued in the society; skills set which ensures problem solving abilities of people in life; and abilities of finding solutions to problems, which also leads to new knowledge (Gilman, 2012).

Individuals believing in one intelligence kind illustrate that intelligence emanates from a single unique factor. They support this argument through the high positive correlation of the Intelligence Quotient, and ability of <https://assignbuster.com/learning-styles-the-theory-of-multiple-intelligences/>

finishing basic cognitive tasks. There is also exists high positive correlation of reaction time with intelligence (Gardner, 2000).

Gardner views intelligence as the biopsychological potential of analyzing information which is activated in cultural aspects, so as to create products, services, and solutions to problems; which are significant to the culture (Gilman, 2012). Gardner illustrates that several approaches can add value to society, instead of just linguistic or logical intelligence. The major aim of schooling entails creating intelligences, and enables individuals to achieve vocational and avocational objectives relevant to their intelligences spectrum.

References

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