

What is Multiple Intelligence?

Conceived by Howard Gardner, Multiple Intelligences are eight different ways to demonstrate intellectual ability.

What are the types of Multiple Intelligence?

● Visual/Spatial Intelligence

ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include:

puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Possible career interests:

navigators, sculptors, visual artists, inventors, architects, interior designers, mechanics, engineers

● Verbal/Linguistic Intelligence

ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Their skills include:

listening, speaking, writing, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

Possible career interests:

Poet, journalist, writer, teacher, lawyer, politician, translator

Logical/Mathematical Intelligence

ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learner ask lots of questions and like to do experiments.

Their skills include:

problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes

Possible career paths:

Scientists, engineers, computer programmers, researchers, accountants, mathematicians

● **Bodily/Kinesthetic Intelligence**

ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Their skills include:

dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body

Possible career paths:

Athletes, physical education teachers, dancers, actors, firefighters, artisans

● **Musical/Rhythmic Intelligence**

ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

Their skills include:

singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music

Possible career paths:

musician, disc jockey, singer, composer

● **Interpersonal Intelligence**

ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Their skills include:

seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

Possible Career Paths:

Counselor, salesperson, politician, business person

● **Intrapersonal Intelligence**

ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Their Skills include:

Recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others

Naturalist Intelligence (Nature Smart)

When you go hiking in the woods, and you know all the bird's names, what are

you using? Your naturalist intelligence! You use this intelligence while on a hike or a nature walk. People with a highly developed naturalist intelligence have the ability to identify their surroundings like flowers, birds, and trees. Botanists and gardeners have highly developed naturalist intelligences. Charles Darwin is a famous example of someone with this intelligence.

Here is a chart to show you more about each intelligence area:

| Intelligence Area | Likes To | Learns Best Through | Famous Examples | Is Strong In | Common Misbehaviors |
|----------------------|------------------------------------|--|----------------------------------|--|---|
| Linguistic | Read and write | Reading, hearing, and seeing words | T.S. Elliot, Abraham Lincoln | Reading and writing | Passing notes, reading during lessons |
| Mathematical | Solve Problems | Working with patterns | Albert Einstein, John Dewey | Math, logical thinking | Working on math or building during lessons |
| Spatial | Design, draw, or build | Working with pictures and colors | Pablo Picasso, Bobby Fischer | Reading maps, drawing puzzles | Doodling, drawing, daydreaming |
| Kinesthetic | Play sports and dance | Touching and moving | Michael Jordan, Charlie Chaplin | Athletics, dancing | Fidgeting, wandering around the room |
| Musical | Sing, hum, and listen to music | Rhythm, melody, and listening to music | Ella Fitzgerald, Mozart | Singing picking up sounds and music | Tapping a pencil or your feet |
| Interpersonal | Talk to people and join groups | Sharing, comparing, cooperating | Ronald Reagan, Mother Theresa | Understanding people, leading, organizing | Talking, passing notes |
| Intrapersonal | Work alone and reflect | Work alone | Eleanor Roosevelt, Sigmund Freud | Understanding yourself, setting goals | Disagreeing with others |
| Naturalist | Work with nature and hike outdoors | Working with plants and animals | Charles Darwin | Learning names of plants and animals and how they relate | Staying outside too long and collecting unusual specimens |

Multiple Intelligence

Linguistic intelligence allows individuals to communicate and make sense of the world through language. Poets exemplify this intelligence in its mature form. Students who enjoy playing with rhymes, who pun, who always have a story to tell, who quickly acquire other languages-including sign language--all exhibit linguistic intelligence.

Musical intelligence allows people to create, communicate, and understand meanings made out of sound. While composers and instrumentalists clearly exhibit this intelligence, so do the students who seem particularly attracted by the birds singing outside the classroom window or who constantly tap out intricate rhythms on the desk with their pencils.

Logical-mathematical intelligence enables individuals to use and appreciate abstract relations. Scientists, mathematicians, and philosophers all rely on this intelligence. So do the students who "live" baseball statistics or who carefully analyze the components of problems--either personal or school-related--before systematically testing solutions.

Spatial intelligence makes it possible for people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Well-developed spatial capacities are needed for the work of architects, sculptors, and engineers. The students who turn first to the graphs, charts, and pictures in their textbooks, who like to "web" their ideas before writing a paper, and who fill the blank space around their notes with intricate patterns are also using their spatial intelligence. While usually tied to the visual modality, spatial intelligence can also be exercised to a high level by individuals who are visually impaired.

Bodily-kinesthetic intelligence allows individuals to use all or part of the body to create products or solve problems. Athletes, surgeons, dancers, choreographers, and crafts people all use bodily-kinesthetic intelligence. The capacity is also evident in students who relish gym class and school dances, who prefer to carry out class projects by making models rather than writing reports, and who toss crumbled paper with frequency and accuracy into wastebaskets across the room.

Interpersonal intelligence enables individuals to recognize and make distinctions about others' feelings and intentions. Teachers, parents, politicians, psychologists and salespeople rely on interpersonal intelligence. Students exhibit this intelligence when they thrive on small-group work, when they notice and react to the moods of their friends and classmates, and when they tactfully convince the teacher of their need for extra time to complete the homework assignment.

Intrapersonal intelligence helps individuals to distinguish among their own feelings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Although it is difficult to assess who has this capacity and to what degree, evidence can be sought in students' uses of their other intelligences--how well they seem to be capitalizing on their strengths, how cognizant they are of their weaknesses, and how thoughtful they are about the decisions and choices they make.

Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value'. The

naturalistperson immediately notices the plants around the restaurant. "That tree needs water," she thinks.