

Multiple Intelligence Theory*

Intelligence refers to the human ability to solve problems or to make something that is valued in one or more cultures. The theory of multiple intelligences (MI-theory) proposed by Howard Gardner (1983), questions the adequacy and efficacy of the traditional conceptualization of knowledge, aptitude, and intellect. Multiple intelligences claims that we respond, individually, in different ways to different kinds of content, such as language or music or other people. This is very different form the notion of learning style.

Intelligence	Components	Students Enjoy:	Students Need:
Linguistic	Sensitivity to the sounds, structure, meanings & functions of words & language.	Reading, writing, telling stories, playing word games . . .	Books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories. . .
Logical - Mathematical	Sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chain of reasoning.	Experimenting, questioning, figuring out logical puzzles, calculating . . .	Things to explore and think about, science materials, manipulatives, connections with others who are attempting to solve scientific and mathematical questions.
Spatial	Capacity to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions.	Designing, drawing, visualizing, doodling . . .	Art, video, movies, slides, imagination games, mazes, puzzles, illustrated books, access to works of art . . .
Bodily-Kinesthetic	Ability to control one's body movements and handle objects skillfully.	Dancing, running, jumping, building, touching, gesturing . . .	Role play, drama, movement, things to build, sports & physical games, tactile experiences, hands-on learning. . .
Musical	Ability to produce and appreciate rhythm, pitch & timbre; appreciation of the forms of musical expressiveness.	Singing, whistling, humming, tapping feet & hands, listening . . .	Sing-alongs, concerts, music playing at home & school, musical instruments . . .
Interpersonal	Capacity to discern & respond to moods, temperaments, motivations and desires of other people.	Leading, organizing, relating, manipulating, mediating, partying . . .	Friends, group games, social gatherings community events, clubs, mentors/apprenticeships. . .
Intrapersonal	Access to one's own feelings and the ability to discriminate among one's emotions; knowledge of own strengths and weaknesses.	Setting goals, mediating, dreaming, being quiet, planning . . .	Secret places, time alone, self-paced projects, choices ...
Naturalist Intelligence	Sensitivity to things that exist in the natural world (plants, animals, clouds, rocks, etc.)	Enjoy the outdoors, observing and categorizing . . .	Prefer to interact with real entities in nature, and create from nature rather than read about it . . .

Chart adapted from: Armstrong, T. (1994) Multiple Intelligences in the classroom. Association for Supervision and Curriculum Development Alexandria, VA.

*Udavari-Solner, A. (1996). Theoretical influences on the establishment of inclusive practices. Cambridge Journal of Education. 26(1), 101-119.

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