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# Multiple intelligence theory ppt

Educational implications of multiple intelligence theory ppt.

Thank you for your participation! 1. Prof. Aly Quora 2. Are you smart? How 3. We are all smart in different ways. 4. The theory of multiple intelligences was created by Dr. Howard Gardner in 1983. Gardner's theory emphasises the idea that traditional understanding of intelligence through the IQ test is too limited. : Logical/mathematic, Linguistic, Musical, Space, Corporal-cinestetico, Naturalistic, Interpersonal, Intrapersonal. 6. What is intelligence? as defined by Gardner, is the ability to solve problems or fashion products that have value in one or more cultural contexts 7. Each person can have different multiple intelligence. Everyone can also own more than one, as Gardner has divided multiple intelligences into eight types 8. What are the types of multiple intelligence? 9. Verbal/linguistic Intelligence Ability to use words and language. These students have highly developed hearing skills and are generally elegant orators. They think with words rather than images. If you have a strong linguistic intelligence you could learn better by reading Memorize Play Word Games (Scrabbles, Anagrams, Password) Using Internet 10. Logic/Mathematic Intelligence Ability to use reason, logic and numbers. These students think conceptually in logical and numerical schemes that create connections between information. Always curious about the world around them, these students ask a lot of questions and love to experiment. If you have a strong logical-mathematical intelligence you could learn better by registering information systematically Playing strategy games (clicks, damas) Analyze data Ask logical questions Use internet 11. Body/Kinesthetica Intelligence Ability to control body movements and handle objects with skill. These students express themselves through the movement. They have a common sense of balance and eye coordination (e.g. playing with the ball, balancing beams). Through the interaction with the space surrounding them, they are able to remember and process information. If you have a strong body-synthetic intelligence, you could learn better by playing role-playing games. By exercising while reviewing visiting museums, institutions, parks. Asking logical questions. Visual/Spatial Intelligence Ability to perceive the visual. These students tend to think for images and need to create vivid mental images to hold information. They love watching maps, graphics, pictures, videos and movies. If you have a strong visual intelligence, you could learn better by studying images, watching videos, using visual and tangible help, doing labyrinths, puzzles, making predictions, using the internet. The 13th Musical Intelligence Ability to produce and appreciate music. In sounds, rhythms and models. They immediately respond to music by appreciating or criticizing what they hear. Many of these students are extremely sensitive to environmental sounds (E.G. Grilles of crickets, bells, drip faucets). If you have a strong musical intelligence you could better learn from A', facing the recordings A' -dtalking to yourself A'-A½Making up songs A'-A½mentaling repeating the information - A½Reading aloud A' A'ancing time 14. Interpersonal intelligence A', A½ability to relate and understand others. A'. These students try to see things from the point of view of others to understand how they think and feel. They often have an extraordinary capacity to perceive feelings, intentions and motivations. They are great organizers. They generally try to maintain peace in group settings and encourage cooperation. Use both verbal language (eg speaking) and non-verbal language (eg eye contact, body language) to open communication channels with others. If you have a strong interpersonal intelligence, you could learn better by studying in groups that compare the information with the other interviewees experts related to personal experiences that make cooperative projects 15. IntelligenceIntrapersonal A' A½ability of self-reflecting and be aware of your inner state of the to be. A'. These students try to understand their inner feelings, dreams, relationships with others and strengths and weaknesses. If you have a strong intrapersonal intelligence, you could better learn from a', A½avoiding distractions A', A½estableing Personal Goals A', processing alone A', A½RElating personal experiences. 16. Naturalist intelligence ability to recognize plants and animals, to make distinctions in the natural world, to understand systems and define categories if you have a strong naturalistic intelligence that you could learn better from A', Stuodiyng outside of A' A' learning in the presence of plants & pets A', A½relating environmental problems for topics A', smiling, seeing emotion, tasting, A', A½observing natural phenomenon 17. A', A½Traditional viewFoistellence A' A½VS A' daily 18. Theory of "multiple intelligences" traditional view of "intelligence" - short response tests are not used because they do not measure disciplinary mastery or a profound understanding. They only measure the rote storage skills and the ability to do good response tests. - Intelligence can be measured by short-response tests - human beings have all intelligences, but every person has a unique combination or profile - people are born with a fixed quantity of intelligence. - We can all improve each of the intelligences, although some people will improve more promptly in a single area of intelligence than others - the intelligence level does not change throughout life. - There are many other types of intelligence that reflect different ways of interacting with the world - intelligence consists of skills in logic and language. - M.I. Pedagogy involves teachers teaching and assessing differently based on individual intellectual strengths and weaknesses. - In the traditional traditional Teachers teach the same material to everyone. - Teachers structure learning activities around a problem or question and connect subjects. Teachers develop strategies that allow students to demonstrate different ways of understanding and enhance their uniqueness. - Teachers teach a topic or a subject. 20. Multiple Intelligences Eight Modes of Teaching Teaching Teaching Teaching Materials Strategies Competent Teaching Presentation Teacher Skill Lessons Linguists, discussions, word games, storytelling, journal writing Books, tape recorders, stamps, books on tape Read about it, write about it, listen to it Teach Through History by Telling Treasures of Logical-Mathematical Brain, Solving Problems, Experiments, Science Experiments, Mathematics Experiments, Calculations Quantify it, Think critically, Put it into a logical framework, Experimental Socratic Questioning Multiple Intelligences in the Classroom, p g 41-42 21. Multiple Intelligences Eight Modes of Teaching Teaching Teaching Teaching Material Strategies Teaching Samples Teacher Presentation Skills Visual Presentations Spaces, Artistic Activities, Imagination Games, visualization, metaphor Graphs, maps, video, art materials, photo, library See, draw, visual paint it, color it, mind map drawing, mind-mapping concepts Biological surgery Hands on learning, drama, dance, sports teaching, tactile activities, relaxation exercises Building tools, clay, sports equipment, manipulations, tactile learning resources Build it, Do it, touch it, get a sense of courage, dance Using gestures, dramatic expressions Multiple intelligences in the classroom, pg 41-42 22. Multiple Intelligences Eight Modes of Teaching Teaching Teaching Matorial Strategies Teaching Example Teacher Presentation Musical Ability Learning Rhythmic, rapping, using songs that teach Tape recorder, tape collector, musical instruments Sing it, rape it, listen to it Using the voice rhythmically Interperson Cooperative learning, peer tutoring, community involvement, social gatherings, simulations Board games, party supplies, role-playing objects Report, collaborate, interact with respect to it Dynamically interacting with students Multiple Intelligences in the Classroom, pg 41-42 23. Multiple Intelligences Eight Modes of Teaching Teaching Teaching Teaching Materials Strategies Teaching Sample Sample Intrapersonalized instruction, independent study, study options, self-esteem building Self-control materials, magazines, project materials Connect it to your personal life, make choices regarding it, reflect on it Bring the feeling presentation Naturalist Nature study, ecological awareness, animal care Plant, animals, naturalist tools, gardening tools Connect to living things and natural phenomena Linksubject for natural phenomena multiple intelligences in class, PG 41-42 24. Multiple intelligence tests What are my learning strengths? . .

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