# Eighth lecture

## Multiple intelligences theory

Multiple intelligences is a theory first posited by Harvard developmental psychologist Howard Gardner in 1983. This theory suggests human intelligence can be differentiated into the following modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, naturalistic and bodily-kinesthetic. In contrast to other notions of learning capabilities (for example, the concept of a single IQ), the idea behind the theory of multiple intelligences is that people learn in a variety of different ways. “I believe that the brain has evolved over millions of years to be responsive to different kinds of content in the world,” says Gardner."

## What are the proposed intelligence types?

Gardner originally proposed eight intelligence types. Today, that list has grown to nine intelligences as seen below.

**Verbal-linguistic intelligence**: Being capable of learning new languages and understanding how to use language to achieve goals. An example of this would be analyzing facts and preparing a speech to deliver in front of a group.

**Logical-mathematical intelligence:** Being able to analyze problems logically and solve abstract problems. An example of this would be using mathematical concepts to solve a real-life mortgage scenario.

**Spatial-visual intelligence**: Being able to use visual aids to arrive at a solution. An example of this would be using a tool like Photoshop to design a new logo for a fictional client.

**Bodily-kinesthetic intelligence:** Being capable of using the entire body and engaging in movement to skillfully address a challenge. An example would be performing CPR on a mannequin.

**Musical intelligence:** Being able to produce and analyze pitch, rhythm and sound. An example would be asking students to produce and edit a podcast episode or write a song showcasing their learnings from a course.

**Interpersonal intelligence**: Being able to detect and explore the intentions, moods and desires of others. An example would be preparing a sales pitch with product discovery questions for a stubborn client.

**Natural intelligence**: Being able to recognize and classify the various plant and environmental species in one's surroundings. An example would be asking students to label five different plants using their scientific name after a trip to a greenhouse.

**Existential intelligence**: Being able to ask deep and critical questions about the broader human experience. An example would be asking students, "why are you here?

**Using multiple intelligences in the classroom:**

"Using multiple intelligences in the classroom, on the other hand, is proven to help students with dyslexia and other learning disabilities Not all students' strengths are within traditionally valued types of intelligence like reading or math skills. By discovering the intellectual gifts a child already possesses, you can find ways to work with their existing strengths and help slow learners in the classroom.

Additionally, multiple intelligences theory can help teachers see cognitive abilities in a way that better aligns with science than traditional intelligence tests. Even four- and five-year-olds display strengths and weaknesses within different types of intelligence that function independently. When a student struggles with one skill, keeping the multiple intelligences theory in mind can help teachers see a student's potential instead of just their weaknesses.

. it can also help teachers change their perspective towards slow learners or students with disabilities.

Using Multiple Intelligences theory in the classroom has several benefits: it allows teachers and students to recognize different types of intelligence; it celebrates all forms of intelligence equally; and it can increase student self-worth, problem solving skills,

**Criticism:**

This theory is not practical; In light of the crowded classrooms with students, the lack of materials or resources, and the educational problems that teachers face, we find that the theory of multiple intelligences is closer to idealism than to the possibility of actual, realistic application.

It still provides preliminary hypotheses about human intelligence.