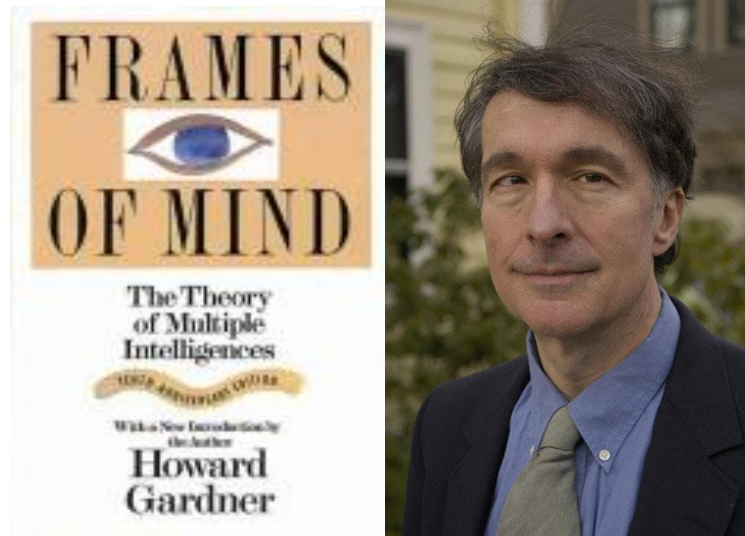


Introducing Multiple Intelligences & Howard Gardner



For a long time Intelligence was generally associated with either academic success or your IQ score, it was also considered that human beings could be trained to learn anything, provided it was presented in an appropriate style such as lectures and presentations etc.

Howard Gardner a psychologist based at Harvard graduate school of education challenged this theory in his 1983 book entitled “Frames of mind” and nowadays thanks to his groundbreaking research the world of education and training is changing with the results being dramatic.

Howard Gardner’s research concluded that there are a multitude of intelligences; all very different from one another, and that each intelligence has its own strengths and constraints.

It also concluded that it is extremely difficult to teach things that go against that individuals natural preference and its matching domains.

Is it right to call David Beckham unintelligent because of his inability to command the English language, and yet in other areas he is considered a genius of our time?

***“It’s not how smart you are that matters,
What really counts is how you are smart”.***

Howard Gardner

My Preferred Multiple Intelligences

Of the eight established multiple intelligences, we all have ones that we enjoy and use almost all of the time and ones that we do not enjoy. This questionnaire is designed to give you a first insight into your preferences.

There are no right or wrong intelligences – only ones that are right or wrong for you. Therefore, please consider the statements below and answer honestly to give us a true insight into your preferences.

For each of the five questions below, please rank the eight possible responses by awarding points from 8 (most preferred) to 1 (least preferred).

Once you have responded to all five questions, please use the scoring key on page 4 to assess your preferences and use page 5 to interpret the results.

Question One

What is important to you about a successful training course?

Statement	Ranking
a.) Interesting stories and anecdotes that illustrate and bring to life the theories being discussed	
b.) The course follows a logical sequence and sticks to the agenda presented at the start of the day	
c.) The speaker's voice tone is engaging and appropriate to the subject matter under discussion	
d.) The handouts and presentation materials are well formatted and visually attractive	
e.) There are opportunities for me to move around the room and undertake physical activities	
f.) I have the opportunity to share ideas and experiences with other course delegates	
g.) The facilitator allows sufficient time for me to reflect upon how the issues discussed relate to me and my experiences	
h.) The environment of the training room (natural light, fresh air, view from the window) is conducive to my learning	

Question Two

When reading a newspaper, what is most interesting to you?

Statement	Ranking
a.) The problem page, celebrity news or gossip column	
b.) Reviews of music CDs and live music events	
c.) The crossword or other word puzzles	
d.) Articles about gardening, nature and the outdoors	
e.) The financial pages	
f.) Features about health and fitness	
g.) Self-help articles and questionnaires	
h.) Features about art, design or fashion	

Question Three

If you could invite a famous person, living or dead, to a dinner party, who would they be?

Statement	Ranking
a.) A philosopher, religious leader or self help 'guru'	
b.) A painter, sculptor, photographer or designer	
c.) An influential leader	
d.) A scientist or inventor	
e.) A sports person, gymnast or dancer	
f.) An environmentalist or conservationist	
g.) A musician, singer or composer	
h.) A great writer or orator	

Question Four

Which academic subjects appeal to you most?

Statement	Ranking
a.) Natural sciences or biology	
b.) Social sciences or social history	
c.) Psychology, philosophy or religious studies	
d.) Physical education	
e.) English or foreign languages	
f.) Music	
g.) Maths, physics or IT	
h.) Art or design	

Question Five

Which leisure activity do you most enjoy?

Statement	Ranking
a.) Playing sports, dancing or going to the gym	
b.) Time spent in the garden or appreciating nature	
c.) Time alone to reflect upon recent events	
d.) Arts, crafts or design projects projects	
e.) Completing a sudoku or logic puzzle or playing on the computer	
f.) Singing, playing an instrument or listening to music	
g.) Reading a book or listening to a radio play / comedy programme	
h.) Spending time with friends or family	

Scoring Key

Now transfer the points you awarded to each statement into the grid below. For example, if you gave 5 points to statement d.) On Question One, you would put the five points for Visual / Spatial intelligence under Q1.

	Q 1	Q 2	Q 3	Q 4	Q 5	Total
Multiple Intelligence						
Linguistic / Verbal	(a)	(c)	(h)	(e)	(g)	
Logical / Mathematical	(b)	(e)	(d)	(g)	(e)	
Auditory / Musical	(c)	(b)	(g)	(f)	(f)	
Visual / Spatial	(d)	(h)	(b)	(h)	(d)	
Physical / Kinaesthetic	(e)	(f)	(e)	(d)	(a)	
Interpersonal	(f)	(a)	(c)	(b)	(h)	
Intrapersonal	(g)	(g)	(a)	(c)	(c)	
Naturalist	(h)	(d)	(f)	(a)	(b)	

Interpreting the Results

Scores of 28 and over represent a very high preference for that form of intelligence – these are the intelligences that you use most often.


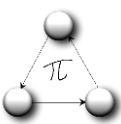

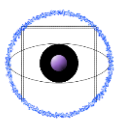




Scores between 15 and 29 represent an average preference for that form of intelligence – you use them every now and again as they are needed.

Scores of 14 and below represent a very low preference for that form of intelligence – you do not use these forms and often do not like activities that use this intelligence.

My most preferred intelligences are:

My least preferred intelligences are:

Multiple Intelligences Overview

	Verbal - Linguistic	<ul style="list-style-type: none"> ➤ Likes wordplay, stories and discussions ➤ Wide vocabulary ➤ Quality of language very important
	Logical – Mathematical	<ul style="list-style-type: none"> ➤ Likes logical analysis and problem solving ➤ Works well with numbers and statistics ➤ Logic & structure important
	Musical - Auditory	<ul style="list-style-type: none"> ➤ Likes music and well-pitched sounds & tones ➤ Has good musical pitch ➤ Quality music and appropriate voice tone important
	Visual – Spatial	<ul style="list-style-type: none"> ➤ Like visual imagery & design ➤ Visually creative and able to make things! ➤ Shape, form, texture and colour important
	Physical - Kinaesthetic	<ul style="list-style-type: none"> ➤ Like movement and physical activity ➤ In tune with the body's needs ➤ Physical wellbeing, health and fitness important
	Interpersonal	<ul style="list-style-type: none"> ➤ Like interacting with others to share ideas ➤ Able to build relationships ➤ Sharing of ideas and experiences important
	Intrapersonal	<ul style="list-style-type: none"> ➤ Like personal development ➤ High levels of self awareness ➤ Personal reflection time and relating theories to own experiences
	Naturalist	<ul style="list-style-type: none"> ➤ Like the natural world ➤ Able to identify and classify natural and man-made objects ➤ Time spent in the natural world important

Verbal - Linguistic



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.

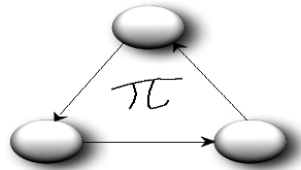
Their skills include:

Listening, speaking, writing, story telling, explaining, teaching, using humour, understanding the meaning of words, remembering information, convincing someone of their point of view, analysing language usage.

Possible career interests:

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

Logical – Mathematical



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 learners ask lots of questions and like to do experiments.

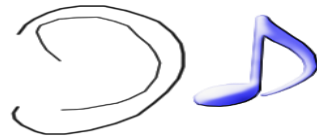
Their skills include:

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 events, performing complex mathematical calculations, working with geometric shapes

Possible career paths:

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

Musical – Auditory



Musical/Auditory 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 criticising what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

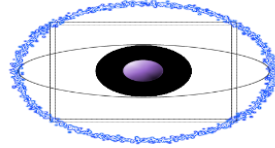
Their skills include:

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

Possible career paths:

Musician, disc jockey, singer, composer

Visual – Spatial



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

Physical – Kinaesthetic



Bodily/Kinaesthetic Intelligence

Ability to control body movements and handle objects skilfully.

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.

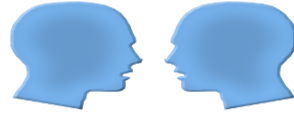
Their skills include:

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

Possible career paths:

Athletes, physical education teachers, dancers, actors, fire fighters, artisans

Interpersonal



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, counselling, 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:

Counsellor, salesperson, politician, businessperson

Naturalist



Naturalist Intelligence

Ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world. These learners try to understand the features of the natural world, animals, plants, clouds, rock configurations; they will have concerns for green issues, global warming, conservation etc. They will like to spend time outdoors.

Their Skills include:

Creativity, they will be able to ask the question “what would Mother Nature do” or “how does nature deal with this” in terms of problem solving. They will tend to be knowledgeable about the planet, i.e. plant names, animals, oceans etc.

Possible Career Paths:

Landscape Gardener, Biologist, Vet, Paleontologist

Intrapersonal



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:

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

Possible Career Paths:

Researchers, theorists, philosophers

