Amitabh Mohan , Chief Editor

PREFACE

Dear Readers,

"Suraj is good at sports and is very intelligent but does not put it to use in academics" - This is an often heard statement used by educators and parents. The word 'Intelligent' is a very commonly misunderstood term. It does not define all encompassing abilities of an individual. A person may be intelligent in one area and not so intelligent in another. Howard Gardner (1983) grouped these different capabilities into eight comprehensive categories or intelligences. It is generally seen in a classroom that a common instructional strategy may not be very efficient for all the students in the class because each student brings different abilities and learning needs to the classroom. By understanding these eight multiple intelligence, teachers can design appropriate instructional strategies that will lead to success in learning for e a c h s t u d e n t . We hope the newsletter helps you develop enhanced understanding of the concept of 'Multiple Intelligence'.

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Multifaceted Multiple Intelligence

Is it a matter of inability of the child to understand the concept or it is matter of inability of the teacher to understand the child? If we take a common example of a classroom i.e. a student who just couldn't seem to grasp fraction until he created them by separating oranges into slices. The problem lies in 'one size fits all' teaching approach, which will be a situation of misfit. Issue is—Is the person misfit or the approach? And thats where we as teachers need to build skill sets to cater to multi dimensional, multifaceted intellect of the child. The answer lies in the understanding of the concept Multiple Intelligence of Howard Gardner. Let us tailor make our teaching approach to fit to the child's intellect instead of using ready made approach.

Howard Gardner, a Harvard professor originally proposed the theory of Multiple Intelligence. According to him there are multiple types of human intelligence, each representing different ways of processing information. Gardner articulated eight criteria for a behavior to be considered as intelligence.

- All human beings possess all eight intelligences in varying degrees.
- Each individual has a different intelligence profile.
- Education can be improved by assessment of students' intelligence profiles and designing activities accordingly.
- Each intelligence occupies a different area of the brain.
- The eight intelligences may operate in consort or independently from one another.
- These eight intelligences may define the human species.

The learning styles with relation to the Eight Intelligences are as follows:

Verbal/Linguistic

Verbal/Linguistic intelligence refers to an individual's ability to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level. This includes reading, writing, speaking, and other forms of verbal and written communication.

Logical/Mathematical

Logical/Mathematical intelligence refers to an individual's ability to do things with data: collect, and organize, analyze and interpret, conclude and predict. Individuals strong in this intelligence see patterns and relationships. These individuals are oriented toward thinking: inductive and deductive logic, numeration, and abstract patterns. They would be a contemplative problem solver; one who likes to play strategy games and to solve mathematical problems. Being strong in this intelligence often implies great scientific ability teachers can strengthen.

Visual/Spatial

Visual/Spatial intelligence refers to the ability to form and manipulate a mental

Words Worth

Atelophobia is also called the fear of imperfection. A person suffering from Atelophobia thinks that every action he does is error prone.

Cause

If severely criticized on every act unnecessarily, the child will develop a feeling that everything he does has errors in it. He can not do anything perfectly in his life. Over time this feeling gets stronger until it becomes a belief. It can also develop in children who are constantly compared to other children by their parents. Some people take competition very seriously, which makes it hard for them to face failure. If a person is very sensitive, this sensitivity can also become a cause of Atelophobia. If a person has to face a very demanding situation, which demands more than he can accomplish, he starts thinking that he is incapable of everything.

Effect

•Terrified Of Flaws-People with Atelophobia have disproportionately strong responses to the thought of imperfection

•Avoid situations where they might make mistakes.

•They set impossible standards. They are highly critical of their own work.

•They would rather do nothing than do something incorrectly. It is much more difficult for them to function in society, whether it's an inability to put out work on time or difficulty maintaining relationships and that's when it may be time to seek help.

model. Individuals with strength in this area depend on visual thinking and are very imaginative. People with this kind of intelligence tend to learn most readily from visual presentations such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint, or sculpt their ideas and often express their feelings and moods through art. These individuals often daydream, imagine and pretend. They are good at reading diagrams and maps and enjoy solving mazes and jigsaw puzzles.

Bodily/Kinesthetic

Bodily/Kinesthetic intelligence refers to people who process information through the sensations they feel in their bodies. These people like to move around, touch the people they are talking to and act things out. They are good at small and large muscle skills; they enjoy all types of sports and physical activities. They often express themselves through dance.

Naturalistic

Naturalistic intelligence is seen in someone who recognizes and classifies plants, animals, and minerals including a mastery of taxonomies. They are holistic thinkers who recognize specimens and value the unusual. They are aware of species such as the flora and fauna around them. They notice natural and artificial taxonomies such as dinosaurs to algae and cars to clothes.

Musical Intelligence

Musical intelligence refers to the ability to understand, create, and interpret musical pitches, timbre, rhythm, and tones and the capability to compose music.

Interpersonal

Interpersonal intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. Interpersonal intelligence also requires good communication and interaction skills, and the ability show empathy towards the feelings of other individuals.

Intrapersonal

Intrapersonal Intelligence, simply put, is the ability to know oneself. It is an internalized version of Interpersonal Intelligence. To exhibit strength in Intrapersonal Intelligence, an individual must be able to understand their own emotions, motivations, and be aware of their own strengths and weaknesses.

Different teaching and learning strategies can accommodate students with these different ability levels, including those who do not learn in traditional ways. Empowering students to learn through multiple modalities fosters a collaborative classroom where students are comfortable experimenting and letting others experiment

Studies show that many students who perform poorly on traditional tests are turned on to learning when classroom experiences incorporate artistic, athletic, and musical activities. Students will be able to demonstrate and share their strengths. Building strengths gives a student the motivation to be a "specialist." This can in turn lead to increased self-esteem. According to Dr. Gardner our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner words "We should also place equal attention on individuals who show gifts in the other intelligences. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled 'learning disabled,' 'ADD' (attention deficit disorder), or simply underachievers, when their unique ways of thinking and learning aren't addressed by heavily linguistic or logical mathematical classroom."

Idea – *An idea that can change your teaching*

Use Wisely Multiple Intelligent in Class

Every student that is present in a classroom is skilled in different areas of intelligence . It is important for teachers to understand each child and recognize their strengths and how they can use these skills and talents in the classroom while studying .Here we would liked to discuss some teaching techniques specific to the .different intelligences.

	Teacher Centered	Student Centered
Verbal/Linguistic	Present content verbally. Ask questions aloud and look for student feedback. Interviews. Completing crossword puzzles with vocabulary words.	Student Presents Material. Students read content and prepare a presentation for his/her classmates. Students debate over an issue. Writing short stories for a classroom newsletter and school newspaper.
Logical/Mathematical	Provide brain teasers or challenging questions to begin lessons. Make logical connections between the subject matter and authentic situations to answer the question "why?". Designing alphabetic and numeric codes Making up analogies.	Sequences for organization. Students create graphs or charts to explain written info. Students participate in web quests associated with the content. Searching for patterns in the classroom, school, outdoors, and home.
Bodily/Kinesthetic	Use props during lecture. Provide tangible items pertaining to content for students to examine. Review using sports related examples (throw a ball to someone to answer a question). Creating costumes for role-playing, skits, or simulations	Students use computers to research subject matter. Students create props of their own explaining subject matter (shadow boxes, mobiles, etc...) Students create review games.
Visual/Spatial	When presenting the information, use visuals to explain content: PowerPoint Slides, Charts, Graphs, cartoons, videos, overheads, smart boards. Using clay or play dough to make objects or represent concepts from content-area lessons.	Have students work individually or in groups to create visuals pertaining to the information: Posters; timelines; models; power point slides; maps; illustrations, charts; concept mapping. Taking photographs for assignments, classroom newsletters or science assignments.
Musical	Play music in the classroom during reflection periods. Show examples or create musical rhythms for students to remember things.	Create a song or melody with the content embedded for memory. Use well known songs to memorize formulas, skills, or test content. Listening to CDs that teach concepts like the alphabet, parts of speech, and states and capitals.
Interpersonal	Be aware of body language and facial expressions. Offer assistance whenever needed. Encourage classroom discussion.	Encourage collaboration among peers Group work strengthens interpersonal connections Peer feedback and peer tutoring Students present to the class Encourage group editing Working in pairs to learn math facts

	Teacher Centered	Student Centered
Intrapersonal	Encourage journaling as a positive outlet for expression Introduce web logging. Make individual questions welcome Create a positive environment. Using software that allows them to work alone, such as Decisions.	Journaling Individual research on content Students create personal portfolios of work Writing essays from the perspective of historical figures. Making a scrapbook for their poems, papers, and reflections.
Naturalistic	Take students outside to enjoy nature while in learning process (lecture) Compare authentic subject matter to natural occurrences. Relate subject matter to stages that occur in nature (plants, weather, etc). Sorting and classifying natural objects, such as leaves and rocks. Organizing park/playground clean-ups, recycling drives, and beautification projects.	Students organize thoughts using natural cycles. Students make relationships among content and the natural environment (how has nature had an impact?). Students perform community service. Researching animal habitats Observing natural surroundings

It is important to enhance all the multiple intelligences because it helps us understand any field without much hesitation. The knowledge and will to learn will automatically be enhanced once different styles of learning in incorporated in the day to day study life of students. It makes learning fun, creative and a lot more easier than traditional techniques can offer.

Dreamers are Believers
Believers are Achievers
Amitabh Mohan

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