

USING INTELLIGENCE KNOWLEDGE TO MODIFY YOUR TEACHING STYLES

There are 8 recognised forms of intelligence. Recently, existential intelligence has been added. This is the awareness of one's place in the world. Wouldn't it be great if a teacher was aware of the different types of intelligences his/her students had and what learning style suited them best? It's actually quite easy to do with the grid system I constructed on the next page.

First of all, the teacher should ask the class what they would like to work at when they are adults. Most or some will have an idea, depending on the ability of the class. Some may not have been asked this question before in an educational environment. The trick is to link what they can do immediately to help them achieve their goals. The lesson with 'My Success Map' in 'Blue-Sky Thinking' will help to reinforce that.

There is also a full lesson plan on making out a Life Map for 11-12-year-olds available by typing in: Life Map to uoregon.edu. I recommend it highly. It is a great way of focusing the students' minds on the practical things they should be doing to improve as individuals and as students in the education system. It includes worksheets and simple diagrams. It might be wise to take an extra class to explore this Life Map.

Using the intelligence grids should be an invaluable experience for the student. I mentioned earlier that the crystallised intelligence that students build up may be seen as a treasure chest. I also made a reference to the treasure chest being opened up unwillingly sometimes by the teacher. If you look at 'Intelligence C', which is an intrapersonal learner, they may feel uncomfortable with the teacher asking questions of them in front of the class. To them, it is as if the question is invasive sometimes and they may prefer to write it down. On the other hand, 'Intelligence A' and 'Intelligence B' (Bodily-Kinaesthetic and Interpersonal respectively) would be very grateful for a direct question.

Similarly, those students who previously flourished under the crystallised intelligence system may feel isolated and undervalued under the new learning styles being adopted. I recommend reading a short article by teacher and qualified neurologist Judy Willis, MD. She makes the point that moving from "passive memorization to actively constructing, understanding and applying knowledge" may be a difficult transition for some students. It can result in the 'act up' or 'zone out' behaviour previously exhibited by students resistant to the crystallised intelligence structure. It's a point I encountered frequently on other websites and so I have decided to include it here. Her article can be viewed by typing in: Student Responses to Common Core Instruction and Assessment to edutopia.org. There are comments by other teachers on the point she makes so I will leave people make up their own minds on this.

I linked the 8 intelligences to learning styles in order to make teachers aware that the needs of all students may be accommodated with a small bit of 'savvy' and tweaking how you present your classes. You cannot suit every student all the time but you can certainly develop your pedagogical skills to suit a wider range of learner styles. Finally, I did not put headings on the grids for a simple reason. If you were to put up the compound noun 'Bodily-Kinaesthetic' as a header, you would lose them forever! Underneath are the terms which should be used:

Intelligence A: Bodily	Intelligence E: Logical
Intelligence B: People	Intelligence F: Musical
Intelligence C: Inner Self	Intelligence G: Nature
Intelligence D: Language	Intelligence H: Spatial

INTELLIGENCE A	Y/N/S	INTELLIGENCE B	Y/N/S
Do you:		Do you:	
have very good balance and ride a bicycle easily?		love groups of people and crowds?	
use hand gestures a lot when talking to friends?		enjoy teaching things to others?	
have problems sitting still for long periods?		have a lot of friends?	
love to run and exercise whenever you can?		enjoy team sports?	
like to try out new sports and find them easy?		like to give others advice?	
move, tap or fidget when seated for a long time?		love meeting new people?	
like to touch something rather than just look at it?		like to take part in group activities?	
mimic other people sometimes with your voice and actions?		like to win over other people?	
have different physical sensations when thinking or working?		like to solve other peoples' problems?	
like to make or build things?		have a talent for judging the mood of other people?	
	Score		Score
INTELLIGENCE C	Y/N/S	INTELLIGENCE D	Y/N/S
Do you:		Do you:	
like to work alone?		like word games?	
like to write in diaries or journals?		like puns and riddles?	
think you are a perfectionist?		enjoy writing more than most?	
think you are very independent?		love English class?	
like to think about where life will lead you?		enjoy the sounds and words of foreign languages?	
see yourself working for yourself in the future?		like to read about and use famous quotes and sayings?	
like to spend time thinking and reflecting?		like the sound and rhythm of words?	
like to discover new things about yourself and your personality?		notice spelling and grammar mistakes better than others?	
like to set personal targets and goals?		like to talk about the things you read?	
know your own strengths and weaknesses as a person?		like to use words that others think are fancy?	
	Score		Score

Y=Yes N=No S=Sometimes

INTELLIGENCE E	Y/N/S	INTELLIGENCE F	Y/N/S
Do you:		Do you:	
easily do maths in your head?		easily memorise songs?	
like science experiments?		have a good sense of rhythm?	
like strategy games?		often hum or sing?	
wonder how things work?		love Music class?	
enjoy working with numbers?		notice and enjoy different sounds?	
organise things by category?		feel you have a talent for singing?	
love Maths class?		feel you have a talent or love for a musical instrument?	
have a mind like a computer?		like to tap out the rhythm of a song?	
look for rational explanations for things?		often have a song running through your head?	
see connections that maybe others don't?		easily notice when a note is off-key?	
	Score		Score
INTELLIGENCE G	Y/N/S	INTELLIGENCE H	Y/N/S
love the idea of having pets?		love to solve visual puzzles?	
like to learn about nature?		enjoy geometry at school?	
enjoy the idea of gardening?		remember places vividly?	
appreciate beautiful, scenic places?		enjoy photography?	
think about pollution and get angry?		have a great sense of direction?	
feel more alive and at peace when you are in contact with nature?		love to look at books with pictures or photographs?	
like to camp outdoors, go for long nature walks and climb?		think in 3-dimensional terms sometimes?	
notice nature above all other things?		notice shapes, colours and textures more than most people?	
love to read National Geographic and nature books?		think you are above average at drawing?	
like to classify and categorise things and models of things?		like to visualise pictures in your head quite often?	
	Score		Score

It may be more accurate to approach the scoring system above with 5 points from 1-5.

1= Never

2= Rarely

3= Sometimes

4= A lot

5= Always

INTELLIGENCE A learns best through:	INTELLIGENCE B learns best through:
hands-on learning and physical activity.	interaction with others and dialogue.
10 examples of facilitative learning:	10 examples of facilitative learning:
Being allowed to teach the class.	Being allowed to teach the class.
Team-building and paired work.	Team-building and paired work.
Speech and drama activities.	Speech and drama activities.
Communicating with another class via the net	Communicating with another class via the net
Participating in a storychain with small group	Participating in a storychain with small group
Making a podcast or giving a presentation.	Making a podcast or giving a presentation.
Dialogue such as conducting interviews.	Dialogue such as conducting interviews.
Making and building/creating anything.	Making and building posters/word grids.
Personal space attention from the teacher.	Regular dialogue with the teacher.
Building a blog/any physical activity.	Writing stories/Wordsearches/crosswords.
10 possible career choices:	10 possible career choices:
Army	Administrator
Athlete	Charity work
Builder/carpenter/plumber	Consultant of some sort
Dancer/Pilates Instructor	Doctor
Forest ranger	Human resources manager
Jeweller	Nurse
Martial Arts instructor	Politician
Mechanic	Psychiatrist/Psychologist
P.E teacher	Public Relations
Physical therapist	Teacher
INTELLIGENCE C learns best through:	INTELLIGENCE D learns best through:
independent study and introspection.	analysing and studying words.
10 examples of facilitative learning:	10 examples of facilitative learning:
Writing diaries and journals.	Writing diaries and journals.
Goal-setting activities such as life maps.	Goal-setting activities such as life maps.
Reading books of relevance to their future.	Reading books of interest to their hobbies.
'On task activities' such as wordsearches.	Any Wordsearches/crosswords/word games.
Computer-related solo activities and tasks.	Computer word games and English tasks.
Studying creative materials.	Actively being creative with materials.
Reflection and time to study.	Paired study may be more advantageous.
Likes to be set attainable challenges.	Will attempt even the unrealistic challenges.
Could be averse to paired/team work.	Will enjoy multimedia work.
May be averse to class discussions.	Will enjoy music linked to lessons.
10 possible career choices:	10 possible career choices:
Counsellor	Blogger
Entrepreneur	Journalist
Inventor	Lawyer
Planner of some sort	Librarian
Psychologist	Salesperson
Religious leader	Playwright/Poet
Social worker	Radio/TV work
Small business owner	Tele-sales
Therapist	Translator
Writer	Writer

INTELLIGENCE E learns best through:	INTELLIGENCE F learns best through:
concepts before dealing with detail.	the use of sounds and rhythm.
10 examples of facilitative learning:	10 examples of facilitative learning:
Seeing and learning patterns.	Seeing and learning patterns.
Using mind maps as a visual aid.	Using mind maps as a visual aid.
Experiments of all types.	Studying with music in the background.
Attempting and solving puzzles and riddles.	Tapping out the rhythm to poems etc.
Attempting and solving logic games.	Speaking rhythmically when learning.
Being encouraged to solve mysteries.	Using the radio/CD-ROM as a learning tool.
Presenting a task as an investigation.	Using musical instruments to aid learning.
Solving problems with a maths slant.	Singing the words to poems as a memory tool
Interpreting texts in a logical manner.	Chanting the words to something.
Detective stories and whodunits.	Using multimedia as a learning tool.
10 possible career choices:	10 possible career choices:
Accountant	Actor/Actress
Actuary	Composer
Auditor	Conductor
Computer programmer	Dance Instructor
Detective	Drama Teacher
Engineer	Music Technician
Inventor	Music Teacher
Mathematician	Music Therapist
Researcher	Pop Star
Scientist	Songwriter
INTELLIGENCE G learns best through:	INTELLIGENCE H learns best through:
bundling images/words into categories.	thinking in terms of physical space.
10 examples of facilitative learning:	10 examples of facilitative learning:
Open-air learning.	Open-air learning.
Map work and nature walks.	Making maps and diagrams.
Making posters.	Making posters/charts/graphs/grids.
Comparing and contrasting sets of things.	Daydreaming.
Organising an activity for the class.	Drawing and illustrating books.
Reading nature articles.	Using photography as a learning tool.
Writing about the environment.	Jigsaw puzzles and Lego.
Writing about favourite animal or pet.	Using multimedia such as videoconferencing.
Solving mysteries.	Physical imagery/3-D models.
Cleaning and organising the classroom.	Receiving and using verbal imagery.
10 possible career choices:	10 possible career choices:
Astronomer	Architect
Botanist	Artist
Chef	Engineer
Fisherman/Forest Ranger	Graphic Artist
Gardener	Interior Decorator
Geologist	Inventor
Meteorologist	Photographer
Survivalist	Pilot
Wildlife Guide	Quantity Surveyor
Wildlife Illustrator	Urban Planner

