

## EVERY STUDENT IS A POTENTIAL GENIUS

by:

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How well do we know the students we handle? Are the remarks they got from the tests we administer to them enough basis to consider them intelligent, or even a genius?

Traditionally, when we hear the word “intelligence,” concepts like IQ testing may immediately come to our minds. It is often defined as our intellectual potential; an innate capability, and something that can be measured by means of short-answer tests. In recent years, however, this traditional psychometric view of intelligence was challenged by one of the emerging theories that are prevalent nowadays in the academe. This theory was formulated by Howard Gardner, a psychologist, and Professor at Harvard University’s Graduate School of Education. He first outlined his theory in his book “Frames of Mind: The Theory of Multiple Intelligences,” where he proposed that all people have distinct kinds of “bits of intellect.”

These multiple intelligences are as follows:

Visual/Spatial – these are students who learn terrific when they see the things and ideas that they are studying. They are often good at putting puzzles together and interpreting pictures, maps, graphs, and charts. They also enjoy drawing, painting, and anything related to visual arts.

Verbal/Linguistic – these are students who demonstrate strength in language arts such as speaking, writing, reading, and listening. These students have always been successful in the traditional classroom because their intelligence is the main focus of

traditional teaching. These are individuals who are good at remembering written and spoken information. They are also good at the debate or giving persuasive speeches.

Mathematical/Logical – these are students who are good at reasoning, recognizing patterns, and analyzing problems logically. They display a love for numbers and for finding relationships between things.

Bodily/Kinesthetic - students learn best when they are exposed to activities involving games or any hands-on tasks that require movement or building something. They tend to remember things by doing things, rather than by hearing or seeing them.

Musical/Rhythmic – these are students who learn well through songs, patterns, rhythms, musical instruments, and any musically inclined expression.

Intrapersonal – these are students who like to work by themselves alone where they can think well. They often have self-reflection for their personal progress.

Interpersonal – these are students who learn best when being accompanied by peers or a group of people. They are often good at creating positive relationships with others and resolving conflicts within groups.

Naturalists– these are students who learn best when being exposed to the beauty of nature. They like to explore different outdoor activities and any field exposure.

Existentialists – these are students who learn in the context of finding the essence of living. They frequently ask the questions; “Why are we here?” and “What’s the purpose/meaning of life.” This intelligence is inclined toward the discipline of philosophy.

With the theoretical framework cited above, we can conclude that the students we are dealing with every day are vastly unique from one another. They have innate potentials that need to be discovered and cultivated. It is our duty as educators to provide

different activities that will cater to these individual differences. For this to be realized, the teachers may administer a multiple intelligences questionnaire to the students for the teacher to specifically identify the kind of intelligence that his/her students possess. After gathering the necessary data, the teacher may start creating activities that will cater to these individual differences. But first and foremost, we must believe, as educators, that there's a genius in every single one of our students that only needs to be discovered and to be refined. Everyone is brilliant but if you conclude a trawl by its potential to mount a shrub it will reside its entire existence to trust that it is foolish.

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