BRINGING-OUT STUDENTS' MULTIPLE INTELLIGENCES IN TEACHING SCIENCE

by:
Vanessa V. Nava

Students frequently struggle to learn science because the theories about how the world works and the schemes for understanding phenomena conflict with their levels of understanding and their motivating characteristics. For many years, new approaches to science teaching have been recommended in order to overcome complexities in science teaching and to address the needs of learners. There are numerous learning concepts that can be utilized to guide the teaching and learning process.

Students learn differently in any classroom setting, beginning from preschool going to complex college coursework. Because of students' learning abilities and preferences, they are identified as both gifted and challenged. Science lessons necessitated a variety of teaching strategies to ensure a successful teaching and learning process. When science teachers recognize their own strengths in multiple intelligences and how to apply them in their teaching, they can maximize the impact of their lessons. As a result, students demonstrate understanding and manipulation of their acquired knowledge and skills based on their multiple intelligences.

Intelligence is the human ability to formulate and solve problems. The core principle of MI theory is that all humans have eight intelligences that have varying degrees of independence from one another. Based on the assumption that no two people have the same intelligence profile, learning can be established by assessing the students' intelligence profiles and establishing learning activities based on their level of intelligence. According to MI theory, a learner's dominant intelligence is related to his or her interests. Through this learning method, the child's interests and talents serve as

vehicles to learn the academic content. As a result, by implementing this learning strategy, any type of student's dominant intelligence that may emerge will be facilitated to develop through a variety of learning activities. The importance of repeated exposure to learning concepts cannot be overstated, but repeatedly using the same teaching method in teaching concepts causes students to lose interest. Using a worksheet is the best way to provide practice for a concept, but depending on worksheets in everyday lessons causes some students to disregard learning opportunities. By varying the teaching method, the teacher is able to keep the educational environment fresh for knowledge and skills acquisition. An activity to begin the day could include movement that engages the bodily-kinesthetic intelligence. Recess or free time can be used as a learning opportunity to introduce the day's lesson. Whether it's dancing, working with large blocks, or putting together pieces of a puzzle, this bodily-kinesthetic activity is a tailored lesson outside of the classroom. By varying your teaching techniques, you can keep students engaged in the lesson.

Using multiple intelligences in the classroom has been shown to benefit all types of students with varying needs. Students' strengths can be observed not only in traditionally valued areas of intelligence, such as reading or math abilities. Discovering a learner's intellectual gifts allows the teacher to find ways to work with their existing strengths and assist slow types of learners.

Furthermore, multiple intelligence theory can assist teachers in viewing cognitive abilities in a way that is more aligned with science than conventional assessments. Even four- and five-year-olds exhibit strengths and weaknesses in varying types of intelligence that act independently. When a learner struggles with one skill, teachers can use the multiple intelligence theory to see a student's potential rather than just their weaknesses.

When new learning is mastered, people feel successful. Some learners can positively view failure to learn a new task as an opportunity to try again. Students who feel they have failed may misbehave, become apathetic, fail to pay attention, and cause a

disturbance. The theory of Multiple Intelligences has the capacity to reestablish students' learning drives. Using multiple intelligences to teach a concept gives diverse learners a chance to succeed. The learner who has a high level of visual-spatial intelligence will do well in drawing. The teacher can evaluate or measure student learning by using various teaching strategies across multiple intelligences. The evaluation could be a written or oral exam, the learner's original artwork, a building task, or some other activity that provides the teacher with information about how well the student gained the new lesson.

When teachers apply multiple intelligence theory in structuring classroom activities, they can give differentiated instructional strategies that address each learner's strengths and weaknesses. This approach can help students improve comprehension and help teachers change their attitude toward slow learners or learners with special needs.

It is difficult to accommodate varied types of intelligence in the classroom. Some intelligence may not contribute well to group learning contexts. It is important for teachers to use and incorporate multiple intelligences in the classroom, but first, teachers must understand multiple intelligence theory and realize which intelligences the students have in order to teach them effectively.

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