

## MULTIPLE INTELLIGENCE IN EDUCATION

*by:*

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Gone are the days when the only ones recognized as intelligent were the ones who would always get a perfect score in the test or the ones who would do perfectly during recitations.

Gone are the days when section 1 students were the cream of the crop, while section 3 students were repeaters and consistent dropouts.

Education has become more open to all forms of intelligence other than being a book smart kid.

Psychologists and educators have long emphasized the various types of intelligence that are either inborn or developed in everyone.

The theory of multiple intelligences by Howard Garner has become very popular and has been adapted in the formulation of educational goals and objectives.

Multiple intelligences – verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetics, musical, interpersonal, intrapersonal, and environmental – have become part of many educational forums and discussions.

This theory has helped our learners get out of the social symbol of intelligence; now intelligence comes in different forms and in different ways.

We may not be called "dull" or "unintelligent" anymore if we do not do well in the classroom. We can find our strengths in some other ways – in singing, dancing, acting, cooking, carpentry, poetry, planting, and many others.

This goes well among learners in class. Teachers will now find learners who are music-smart, sport-smart, intelligent in storytelling, smart in sewing, and even smart in cleaning.

Yavich and Rotnitsky (2020), in their journal on Multiple Intelligences and Success in School Studies, hold that the multiple intelligences theory recognizes that there are no teaching and learning methods and strategies that will basically fit all learners – learning is not really a one size fits all but rather more personal. Each learner has different learning styles, adaptations, and tendencies within the levels of the eight intelligences.

The way one learner develops his intelligences may be different from the others. Others may realize their intelligence potentials early in life, while others may be late bloomers who take their time uncovering their hidden intelligences.

Nonetheless, the innovativeness and creativity of the teachers will help a lot in this area. That is why teachers are continuously sent to seminars, trainings, and workshops to harness their content and pedagogical skills and develop well-rounded learners, maximizing their multiple intelligence gifts. Learners may also discover that they have more or all the eight intelligences, which they can use to harness their full potential.

Evaluation and assessment tools are now modified in such a way that they will not only be done with pen and paper but through the performance of various tasks. This way, learners can showcase their talents and intelligence in various ways.

Classroom activities are now more flexible and friendly to all kinds of learners. Teachers are encouraged to use differentiated activities to make sure that all intelligence is enhanced, and all weaknesses are addressed.

It is important that we continue to find ways and techniques to develop the multiple intelligences of every learner and provide each one with more opportunities for self- and social learning experiences at school and even at home.

*References:*

Multiple Intelligences and Success in School Studies

Roman Yavich and Irina Rotnitsky (2020)

<https://files.eric.ed.gov/fulltext/EJ1277917.pdf>