

INDIVIDUALIZED INSTRUCTION THROUGH MULTIPLE INTELLIGENCES

by:

Jennie T. Cruz

Teacher III, Magsaysay National High School

Every child is unique. Each one of our students comes from different family background. They have different interests. In congruence with this, teachers must craft instructional materials and devise approaches that are suitable to the needs of every student.

When we talk about a child being smart, we typically mean that they can read tough novels, solve challenging arithmetic problems with ease, or complete puzzles quickly. However, this might not be true today.

No two children think or learn in the same manner, and any teacher will agree that there are occasions when it's important to deliver material in a completely different way in order to reach some kids. These empirical observations are supported by the idea of multiple intelligences, which can also give teachers a framework and resources to help them better serve the requirements of the various learner types that are represented in every classroom (Parry, 2016).

According to Howard Gardner's hypothesis of multiple intelligences, individuals do not possess all of their potential intelligence at birth. This hypothesis questioned the conventional wisdom that there is just one type of intelligence, frequently abbreviated "g" for general intelligence, which exclusively emphasizes cognitive skills. Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist are the eight forms of intelligence that Gardner identified in order to widen this concept of intelligence. As per Gardner, the modalities that are most highly valued

in education and society are linguistic and logical-mathematical. Other "candidate" intelligences, such as spiritual, existential, and moral intelligences, are also mentioned by Gardner, though he does not think they fit his initial inclusion criterion.

Inside the classroom, individualization and pluralization can be used to summarize the idea of multiple intelligences' most significant educational consequences. The individuation theory asserts that it is illogical to teach and evaluate pupils in the same way because every individual is unique. The rich and those people who could afford to pay tutors to meet the requirements of individual students have typically been the only ones who have access to individualized instruction. According to their needs, more people may now access a variety of lessons and assessments thanks to technology. Individuals' multiple intelligences are activated through pluralization, the notion that concepts and abilities should be taught in multiple ways (Marens, 2020). In line with this, there is a call for teachers to use individualized instructions to provide opportunities for all learners with different needs.

References:

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