

## CALIBRATING LEARNER'S MULTIPLE INTELLIGENCES

by:

**Jean E. Roque**

*Teacher III, Limay National High School*

Traditional educational methods consider the importance of teaching and learning concepts in different ways through a variety of mediums such as drama, art, mathematics, music, and language. Learners are required to demonstrate their understanding of academic ideas within the measurements set by the teacher, typically via paper-and-pencil evaluations. Teachers are aware that there are numerous ways to incorporate students' intellectual strengths into classroom activities. Howard Gardner (1983) proposed the concept of multiple intelligences to widen the definition of an individual's strengths beyond IQ. Gardner originally classified human capabilities into eight broad categories, or multiple intelligences (MIs), which included linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence. Multiple intelligences are being used in numerous ways to recognize and evaluate students' cognitive capacity.

To increase class participation, different kinds of instructional methods should be used. If students' demands are not satisfied during teaching, they will be disengaged from their learning and will fail to understand and accept new knowledge. Integrating multiple intelligences into classroom instruction keeps learners engaged and prepares them to be lifelong learners in all subject areas. Students must be exposed to information in a medium that they can best understand in order to learn optimally. Furthermore, they should be evaluated in a manner consistent with how they are instructed. It is critical for all students to concentrate on their intellectual strengths.

In order to teach students at the maximum level, it is critical for a teacher to regard their needs. Multiple intelligences are all too often overlooked in the classroom. A

student's intellectual capabilities are described by differentiated instruction. Teachers should concentrate on integrating learner strengths and interests into their lessons. When learners are not involved in the instructions, they are unable to understand the content effectively. It is necessary to keep in mind that multiple intelligences do not indicate whether or not a learner is capable of learning a specific type of thing; rather, they are an indicator of a student's different competences for each intelligence.

A person is said to have linguistic competence if they can use words effectively, either written or verbally. They can typically utilize syntax or linguistic features such as rhetoric or metalanguage with ease. The ability to understand the visual-spatial world precisely with responsiveness to color, line, shape, and form, as well as to conduct and visualize modifications of these understandings, is referred to as visual-spatial intelligence. The potential to physically communicate ideas and feelings through proprioceptive, tactile, and haptic abilities is referred to as bodily-kinesthetic. Interpersonal intelligence involves the capability to read and distinguish between other people's moods, motives, aspirations, and feelings. People with high intrapersonal intelligence have a high level of self-awareness and the capacity to act on that knowledge; they are generally very self-conscious. Finally, naturalist intelligence encompasses attentiveness to natural phenomena, knowledge of numerous organisms, and the ability to distinguish inanimate objects in an urban setting.

Teachers who recognize and actively participate in different ways of knowing can distinguish between their teaching and the classroom surroundings. Differentiation, according to Tomlinson (1999), is a mode of thought or teaching ideology, and there are three areas in which teachers can distinguish instruction: in the content that they demonstrate, in the methods by which the information is communicated, and in the outputs that learners produce that are reflective of what they have learned. Differentiation in the school setting may give students options in the areas of knowledge (detailed information and relevant topics), process (how learners explore course content),

and product (the finished outputs of the students that reflect their comprehension of course topics).

Differentiation may happen when teachers take actions about content, procedures, and/or products based on students interest aspects, learning profiles, and/or levels of readiness (Tomlinson,1999;Tomlinson& Imbeau,2010), rather than decisions purely based on a timeline and/or coursework mandated by school districts or a need to participate in specific activities established throughout grade-level planning meetings. Academic standards based on a respectful and complex task, as well as opportunities for learners to present themselves and their comprehension of academic content in ways that are appropriate to them, are other aspects of a differentiated classroom.

Teachers who promote differentiation acknowledge, appreciate, and value the numerous ways in which learners acquire and comprehend new information. The curriculum can move beyond linear and measurable thinking by using differentiated coursework, tasks, and evaluations. It is at this point that learners can make personal, one-of-a-kind, and academic connections to new material (Eisner, 1997). Furthermore, teachers can gain insight into each student's individual connections in a personalized context. Integrating student choice is another distinguishing feature of a differentiated classroom setting.

The theory of multiple intelligences provides assistance for instructional methods that involve a wide range of interconnection for teaching and learning that affirm each student's unique experiences, preferences, and traditions. Because people gravitate to their fields of expertise and can integrate these areas into their learning, the notion of multiple intelligences is uniquely related to supporting and enhancing a differentiated school setting.

*References:*

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