APPLYING MULTIPLE INTELLIGENCES IN THE CLASSROOM: A WAY TO ADDRESS LEARNER’S NEEDS

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The theory of multiple intelligence is a theory proposed by Howard Gardner who asserts that students have their varied strengths and weaknesses in learning. Each person has intellectual profile. The intelligences are found in the different parts of the brain to work independently or together. These can be nurtured or developed, ignored or weakened. According to Gardner, we can improve and enhance education by identifying our student’s multiple intelligences and understanding their learning styles.

Gardner (1999) identifies not one but nine different multiple intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential. As a teacher, it is important to know first the variety of intelligences of the learners. Identifying such will help us guide the students learn and process information. Using and applying multiple intelligences in the classroom can give them opportunities for authentic learning, this proposition serves as a real-world for them in attaining achievement. This can be also used for curriculum development, selection of relevant activities and related assessment strategies. Multiple learning preferences of students can be given attention if the instruction includes appropriate and meaningful repertoire of methods and assessment.

In my own personal teaching experience, I had already identified preferences. I made sure that the activities given to them were relevant and meaningful. Also, I integrated educational theories, teaching strategies and pedagogical tool that are significant to supplement their needs. It should be appropriate to guarantee success of learning. In my class, I incorporate multiple intelligences to assure they were given suitable assessment material that fits to their level.
Finally, teachers can enhance student’s learning and strengthen intelligences by nurturing the whole spectrum of intelligences. In addition, it is vital that as facilitators of learning, we should integrate multiple intelligences in the classroom by teaching the subject matter through the means of varied activities and projects. We, as facilitators should also take into consideration their level to help them achieving their full potential.

References: