“CATERING DIFFERENCES, GIVING WAY TO MULTIPLE INTELLIGENCES”

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Talking about intelligences and differences, children nowadays cannot be labeled as the same or in a common denominator. In school, the phrase “one size fits all” was no longer acceptable or should not be rely on. Students of the 21st century are now more distinct from one another posing great challenge among the teachers, parents, and other members of the educative realm. The inability of the teachers to adapt with the varying attitudes, capabilities, behaviors, and intelligences of the students may lead to chaotic circumstances such as low school achievement rates, skill mismatch, and other community wide educational issues. That is why it is crucial for teachers to accord their teaching strategies, methodologies, and principles of teaching to the learning styles and individual differences of each learner.

Teachers, as the prime actors of the curriculum, must always think of best ways on how to facilitate learning effectively and meaningfully considering the students’ learning styles and learning preference. A good educator should always keep in mind that the number of his students should also be the number of learning styles he has to possess. There is no one best method to teaching. One can learn on a specific strategy while others learn from different strategies so there is no room for generalizing students in terms of how they learn.

One best way of catering individual differences is through the inclusion of the Multiple Intelligences in the assessment, instruction, and even evaluation of learning. But what do we mean by the term “Multiple Intelligences”? This was in fact a term coined by Howard Gardner, an American cognitive psychologist, in his Theory of Multiple Intelligences. According to Gardner (1991), people are able to distinguish the world through three-dimensional representation, logical-mathematical analysis, linguistic, musical thinking, the usage of the body to unravel problems or to make things, an understanding of other individuals, and an
understanding of ourselves. Where persons vary is in the strength of these aptitudes - the so-called outline of intelligences - and in the ways in which such intelligences are appealed and combined to carry out different tasks, solve diverse problems, and progress in various domains."

In Multiple Intelligences, every student is given the rights to learn and be educated in the most favorable classroom situations and teaching scenarios without compromising their abilities or intelligences. Teachers must prepare different activities that will suit the learning preference of each learner since the skill can be measured in many different ways. There is no wrong with the use of traditional way of teaching most especially if these are pedagogies or educational which are proven and time-tested.

However, there are also limitations and other considerations that the teacher might inculcate in his mind with in regards of Multiple Intelligences. Students must not be tolerated to only developed themselves in the intelligence they are inclined with, there must also be a balance of other intelligences so learning will be more productive and meaningful.

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